DOCUMENT RESUME

ED 114 483 95 CE 005 147

TITLE	Career Education Curriculum Guide: Senior High School 9-12; Washington State Coordinating Unit for Occupational Education Research and Development Project in Career Education.
INSTITUTION	Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia. Div. of Vocational Education.
BUREAU NO	V3610311
PUB DATE	74
GRANT	OEG-0-73-2988
NOTE	196p.; For related documents, see CE 005 142-146 and CE 005 148
EDRS PRICE	MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS	*Career Education; Career Exploration; Community Resources; *Curriculum Guides; Educational Objectives; Educational Resources; Grade 10; Grade 11; Grade 12; Instructional Materials; Learning Activities; Lesson Plans; *Relevance (Education); Resource Guides; *Secondary Education; Teaching Methods; *Units of Study (Subject Fields)

ABSTRACT

The curriculum materials for high school students presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Peshastin-Dryden School System, Cashmere, Washington. An introduction discusses program goals, and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. Unit titles include: Art, Biology, Business and Office, Career Education, Clubs and Organizations, Distributive Education, English, History, Home Economics, Humanities, Industrial Arts, Journalism, Library, Mathematics, Music, Photography, and Vocational Agriculture. Each unit is organized according to: title of sub-topic; grade level; subject area; estimated time involved; career education cluster; elements of career education; program, course, and instructional goals; behavioral objectives; learning activities; evaluation; resources; and comments. Each academic unit explores related career areas and hands-on learning activities are emphasized. A guidance and library section discuss resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, an outlined presentation of program planning, teaching seggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

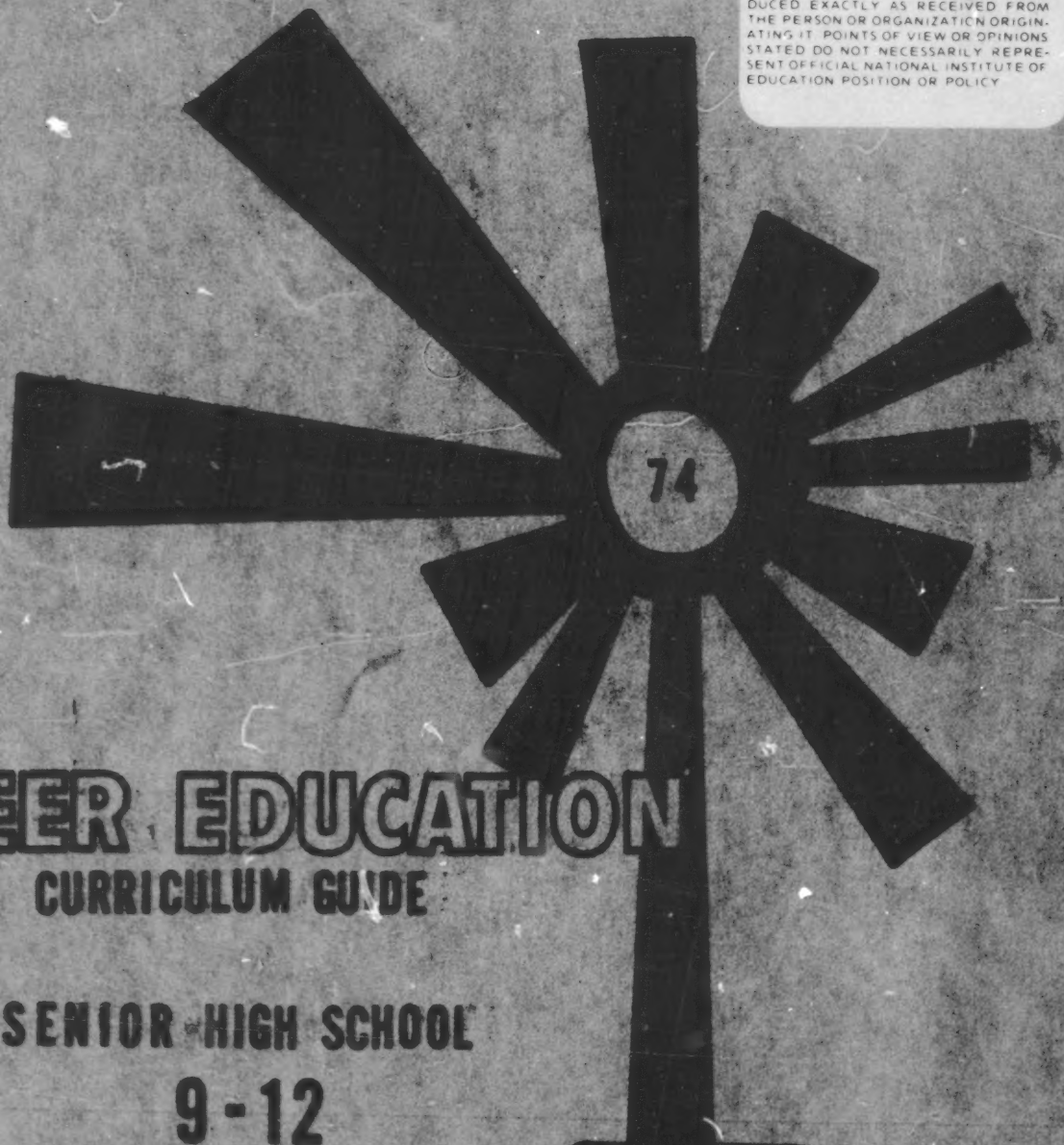
Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED114483

SEP 29 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



CAREER EDUCATION

CURRICULUM GUIDE

SENIOR HIGH SCHOOL

9-12

Cashmere · Pocahontas · Dryden · Washington

Career Education Project

CE005147

Washington State Coordinating Council for Occupational Education

Research and Development Project

in Career Education

The project presented or reported herein was preformed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Nor, does this material necessarily reflect the policy or position of the Washington State Coordinating Council for Occupational Education.

WASHINGTON STATE COORDINATING COUNCIL
FOR OCCUPATIONAL EDUCATION

VOCATIONAL EDUCATION DIVISION

Research and Development Project
in Career Education

Conducted Under
Public Law 90-576 Title I, Part C

Project No. V3610311
Grant No. OEG-0-73-2988

Conducted in the Cashmere and
Peshastin-Dryden School Districts

Richard D. Johnson
Superintendent

Ronald M. Frye
Project Director

Mrs. Bernadette Griffith
Curriculum Component

James W. Crook
Guidance Component

Con Lautensleger, Principal
Elementary Consultant

Ed Piper, Principal
Middle School Consultant

Robert Griffith, Vocational Director
Senior High School Consultant

Dorothy Johnson
Project Secretary

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

July 12, 1974

Dr. Richard D. Johnson
Superintendent of Schools
Cashmere, Peshastin and Dryden Districts
210 South Division
Cashmere, Washington 98815

Dear Dr. Johnson:

Paul Manchak, of the Montgomery Public Schools, was kind enough to send me a copy of his letter to you dated July 2, 1974. I wanted to drop you just a short note to add my high support to the kind remarks Mr. Manchak made to you in his letter. I have had, as you probably know, the opportunity of working with Dr. Ronald Frye of your staff at one of our Career Education mini-conferences here this summer. I, too, am very, very impressed at what you are doing. I hope that your efforts continue to expand. You certainly have one of the finest career education programs in the nation.

Sincerely,

Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
Bureau of Occupational and
Adult Education

cc: Dr. Ronald Frye
DDr. Paul Manchak

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
OLYMPIA

DANIEL J. EVANS
GOVERNOR

April 30, 1974

Dear Citizens of the State of Washington:

Due to the prominent stature career education has taken in the State of Washington and across the country, research and development must be accomplished that will fill in educational gaps that have evolved.

It is evident that multi-agency cooperation with business, industry and labor is paramount to the research and development of career education Kindergarten through Adult. Washington's educational agencies will cooperate in endeavors which will determine "bench marks" or points of departure upon which multi-faceted career education can take place within our State and throughout the country.

Sincerely,

Daniel J. Evans
Governor

Frank B. Brouillet
State Superintendent
of Public Instruction

John O. Munro, Director
State Board for Community
College Education

Arthur A. Binnie, Executive Director
Coordinating Council
for Occupational Education

James M. Furman
Executive Coordinator
Council on Higher Education

PREFACE

The curriculum materials in this booklet were developed and tested in the classroom by teachers in the Cashmere and Peshastin-Dryden, Washington School Districts. These curricular materials were then edited by Mrs. Bernadette Griffith, Coordinator of the Curriculum Component for the project. The material is intended for the use of teachers at the various grade levels and should be considered as a GUIDE and be looked upon as IDEAS which may be modified to fit into a particular classroom situation.

It is important to understand that in this booklet, Career Education is viewed as an ongoing process incorporated throughout the curriculum. Career Education is not a separate course in the curriculum, nor is it an isolated activity. Career Education has the potential of making learning more meaningful for students and teachers by introducing students to attitudes and life situations by incorporating these factors into "school work". The concept of a career-centered school program does not suggest that existing curriculum should be scrapped, but rather the intent is to revitalize education around a career-centered theme, emphasizing people and their roles as workers, homemakers, and citizens.

----Ronald M. Frye
Project Director

A PROGRAM OF CAREER EDUCATION IN SMALL SCHOOLS

In the transition from a simple to a highly technical society, observations and employment of youth outside the school is less and less a part of life. Therefore, it becomes more and more the responsibility of the schools to inform youth about employment in the wide variety of occupations. This has become accepted as a major goal in American education.

THE PROGRAM

Even though efforts have been made by schools to provide a variety of occupational programs, all too many youth are still leaving school with no knowledge of job availability or requirements. These youth have only limited knowledge of the attitudes and skills needed to secure, hold, and progress in an occupation.

Even though there is wide acceptance of career education as a responsibility of the school, it still remains isolated from the "general" curriculum in elementary and secondary schools. Schools must allow students to develop some occupational potential and aid these students in identifying interests abilities, and opportunities in making career decisions.

PURPOSE:

The purpose of this project was to establish a comprehensive program of career education (K-14) in three small economically disadvantaged communities. The objectives of the project were intended to meet the needs of all children, serviced by the local education agencies, relevant to career education and orientation, vocational guidance and counseling. Further, the intent of this project was to provide a model with salient features that have both transportability and impact throughout the state of Washington and to other states.

GOALS:

1. To increase student awareness of the range of options open to them today and to probable future changes.

2. To increase the self-awareness of each student, modify attitudes about personal, social, and economic significance of work and to assist students in developing appropriate decision-making skills.

3. Stress, at the elementary level, career awareness.

4. Provide at the junior high or middle school level, career orientation and exploratory experiences.

5. To expose students to a variety of occupations, to inform them of occupational requirements and where possible, involve students in cooperative occupational programs and/or laboratory experiences. Also, where possible, to enable students to observe on-the-job performance.

6. Develop techniques, procedures and materials which complement existing curriculum.

7. Collect and utilize experiences, data, and materials from existing curriculum.

GOALS (Continued)

8. Involve all staff members in an in-service training program aimed toward career education.

9. To counsel students toward opportunities available to them after completion of high school.

10. To disseminate information and materials to educational agencies within the state and nation.

GOALS

At the beginning of the project, it was discovered that a scope and progressional sequence was needed to aid teachers with curriculum development. As a result of this need, a search was made to see if progressional goals existed. The National Standard Career Education Model Goal Statements was discovered. It was felt that these goal statements would assist teachers at the various grade levels by aiding them to see a logical progression of development for career education. Plus, teachers discovered ideas as to how career education could be incorporated into their classrooms.

As a general rule, the goal statements were accepted for each grade level, but were not necessarily limited to that particular grade level. If a teacher was teaching in grade eight and felt strongly that a goal stated for grade four would better fit the needs of the material to be presented, the teacher was allowed to use the goal from grade four, but generally remained committed to the goals for grade eight.

Specific class objectives appear for each unit or activity printed in this guide. Credit for these objectives goes to each teacher who has contributed to the writing.

The following Goals Chart was printed with permission from Educational Properties Incorporated, P.O. Box DX-Irvine, California, 92664. An attractive 28" x 22" wall chart, printed in color, may be purchased by writing to the above address.

GOAL STATEMENTS

ELEMENTS OF CAREER EDUCATION		APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS
AWARENESS	K					
	1					
	2					
	3					
	4					
	5					
ORIENTATION	6					
	7					
	8					
EXPLORATION	9					
	10					
PREPARATION						
WORK EXPERIENCE						
PLACEMENT						

GOAL STATEMENTS

...IATIONS ...ITUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS, BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
...e impor... ...ndividual in ...f the home	Understand the rights and responsibilities of the individual at home and school.	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.	Identify within the home unit: What is available, needed, wanted, luxury.	Identify different tools for different careers.	Understand the need to share and cooperate to complete tasks.
...ciate all ...the school	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.	Be aware of the exchange of goods and services.	Be aware that school is a job that requires mastery of basic skills for success.	Acquire the ability to develop rules with others, accept direction and take responsibility.
...e importance ...k with other	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	Understand the money exchange system vs. the barter system.	Understand the use of various communication tools and their effect on life-style and future career choice.	Identify styles of interaction that contribute to individual and group goals.
...ntributions ...members to ...d others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.	Understand our monetary system.	Understand the use of additional tools and their effect on life-style and future career choice.	Understand how to resolve personal conflict between individual and group goals.
...e wage ...d hor...it ...a unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.	Understand the process of production and distribution of goods and services.	Understand and master the use of tools for measurement and extension of energy in simple machines.	Participate in active groups in order to develop individual and group goals.
...g roles as to ...d	Be aware of the individual's rights and responsibilities as a worker.	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life-styles.	Be aware of the law of supply and demand.	Participate in and understand the processes of mass production. Mastery of several measurement tools.	Understand how to relate the school environment to society at large and the need for structure and order.
...e relation- ...ccupations ...th and	Select career clusters as related to individual strengths and weaknesses.	Apply the decision-making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.	Understand that specialization creates an interdependent society.	Understand tools and processes used in research. Simple machines combined to produce complex machinery.	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
...erms of ...er and work.	Choose career clusters as related to interests and abilities.	Weigh long and short range effects of different alternatives to specific problems.	Identify and understand values as they relate to life-style.	Understand the relationships between attitudes and values and career clusters.	Develop the concept of management of finances (earning, spending, borrowing, savings).	Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.	Understand the social and personal relationship and their effect on employment.
...e impact of ...fe and ...to make a ...er choice.	Develop self perception of abilities and interests as related to actual career requirements.	Apply decision-making process to study of careers.	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.	Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.	Use basic tools found in career clusters.	Relate personal and social interaction skills to career clusters.
...os and ...pecific or ...ters.	Build reality awareness perception of "where I am compared to where I want to be."	Analyze and refine previous career decisions based on counseling, work experience and all available information.	Determine a tentative personal schedule to acquire necessary and desired special skills.	Based on understanding of interests, values and abilities, study career clusters. Survey courses in career clusters.	Understand the Tools of Business: Read and interpret tables, graphs, and charts used as a consumer.	Match necessary skills and processes with selected career clusters.	Understand the skills necessary to acquire, maintain and progress in employment.
...e impor- ...ers and ...on to	Relate personal values and influence of other's values on career choice.	Select a career cluster for in-depth analysis.	Acquire special skills needed for predicted or desired life-style.	Explore the career clusters in depth based on interests, values and abilities. Gain planned work experience.	Relate legal and financial consideration to career clusters in general.	Match individual abilities and interests with skills and processes needed in career clusters.	Develop personal and social inter-action skills related to in-depth study of one career cluster.

Reproduced with permission from Educational Properties, Inc., Irvine, California

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - - EMPHASIS CHART

CAREER CLUSTER	K	1	2	3	4	5	6	7	
BUSINESS AND OFFICE				X	X			X	X
MARKETING AND DISTRIBUTION	X		X	X	X	X		X	X
COMMUNICATIONS AND MEDIA		X							
CONSTRUCTION					X				
MANUFACTURING					X	X			X
TRANSPORTATION	X			X				X	
ACRI-BUSINESS & NATURAL RESOURCES	X	X	X	X	X	X			X
MARINE SCIENCE						X			
ENVIRONMENTAL CONTROL			X		X	X	X		
PUBLIC SERVICES	X	X	X		X	X	X		
HEALTH					X	X			
HOSPITALITY AND RECREATION		X	X		X			X	X
PERSONAL SERVICES		X			X				
FINE ARTS AND HUMANITILS			X	X		X	X	X	X
CONSUMER AND HOMEMAKING	X	X	X		X				

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - - EMPHASIS CHART

R	K	1	2	3	4	5	6	7	8	9	10	11	12
				X	X			X	X		X	X	X
ON	X		X	X	X	X		X	X			X	X
		X									X	X	X
					X					X	X	X	X
					X	X			X	X			
	X			X				X					
RESOURCES	X	X	X	X	X	X			X		X	X	X
						X							
			X		X	X	X					X	
	X	X	X		X	X	X					X	X
					X	X					X		
N		X	X		X			X	X	X	X	X	X
		X			X								
			X	X		X	X	X	X	X	X	X	X
	X	X	X		X					X	X	X	X

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

ELEMENTS OF CAREER EDUCATION - - EMPHASIS CHART

R EDUCATION	K	1	2	3	4	5	6	7	8	9	10	11	12
ITUDES	X	X	X	X	X	X	X		X	X	X	X	X
	X	X	X	X	X	X	X	X	X	X	X	X	X
	X		X	X	X				X	X	X	X	X
		X	X	X	X	X	X	X		X	X	X	X
	X	X	X	X	X	X	X	X	X	X	X	X	X
	X	X	X	X	X	X			X			X	X
NING	X	X	X	X	X	X	X		X	X	X	X	X
	X	X	X	X	X	X	X		X	X	X	X	X

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

ELEMENTS OF CAREER EDUCATION - - EMPHASIS CHART

ELEMENTS OF CAREER EDUCATION	K	1	2	3	4	5	6	7	8
APPRECIATIONS AND ATTITUDES	X	X	X	X	X	X	X		X
SELF AWARENESS	X	X	X	X	X	X	X	X	X
DECISION-MAKING	X		X	X	X				X
EDUCATIONAL AWARENESS		X	X	X	X	X	X	X	
CAREER AWARENESS	X	X	X	X	X	X	X	X	X
ECONOMIC AWARENESS	X	X	X	X	X	X			X
SKILL AWARENESS, BEGINNING	X	X	X	X	X	X	X		X
EMPLOYABILITY SKILLS	X	X	X	X	X	X	X		X

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

UNIT TITLES: HIGH SCHOOL

ART

1. Careers In Art
   Fred Wallick . . . . . Art A-1

Biology

1. Careers Related to Biological Science
   George Makela . . . . . Bio. A-1

Business and Office

1. Let's Use The Telephone
   Barbara Morrison . . . . . B. & O. A-1
2. New State Abbreviations and Zip Codes
   Barbara Morrison . . . . . B. & O. B-1
3. The Job Search
   Helen Lyle . . . . . B. & O. C-1
4. What Its Really Like In An Office
   Barbara Morrison . . . . . B. & O. D-1

Career Education

1. Career Exploration
   Dick Holmer . . . . . C.E. A-1

Clubs and Organizations

1. Girls' Club Mothers' Tea
   Millie Dirkes and Vivian Moss . . . . . C. & O. A-1
2. Producing a Mock Yearbook
   Barbara Morrison . . . . . C. & O. B-1

Distributive Education

1. Job Interview
   Bob Griffith . . . . . D.E. A-1
2. Search for Values
   Bob Griffith . . . . . D.E. B-1
3. Human Relations
   Bob Griffith . . . . . D.E. C-1
4. Five Steps of a Sale
   Bob Griffith . . . . . D.E. D-1
5. Mathematics of Distribution
   Bob Griffith . . . . . D.E. E-1

English

1. Advertising and Its Careers
   Judy Nelson . . . . . Eng. A-1
2. Choosing A Career
   Bill Kelly . . . . . Eng. B-1
3. Gaining Information About Careers That Match Individual Interests and Abilities
   LaVerne Hiatt . . . . . Eng. C-1

History

1. Functional Democracy In The Classroom
   Hazel Edmondson . . . . . Hist. A-1

UNIT TITLES: HIGH SCHOOL - CONTINUED

Home Economics

1. Exploring Careers In Home Economics
   Helen Curley . . . . . H.E. A-1
2. Career Day
   Helen Curley . . . . . H.E. B-1
3. Exploring Job Opportunities in the Clothing and Textile Field
   Merilyn O'Donnell . . . . . H.E C-1

Humanities

1. Your Environment
   Millie Dirkes and Vivian Moss . . . . . Hum. A-1
2. Christmas In America (Sr. Citizen Party)
   Millie Dirkes and Vivian Moss . . . . . Hum. B-1
3. Job Visitations
   Gary Carlton and Carol Louden . . . . . Hum. C-1

Industrial Arts

1. Exploring Industrial Careers
   Richard Ryan . . . . . I.A. A-1
2. Working With Bricks and Mortar
   Richard Ryan . . . . . I.A. B-1
3. A Career In Architecture
   Ricahrd Ryan . . . . . I.A. C-1
4. Construction of Comfort Stations for Orchard Use
   George Kapral . . . . . I.A. D-1

Journalism

1. Publishing Career Classroom News
   Vivian Moss . . . . . Journ. A-1

Library

1. Preparing Catalog Cards
   Pat McLaren and Barbara Morrison . . . . . Lib. A-1

Mathematics

1. Mathematics Requirements Related to Certain Careers
   Ken Brooks . . . . . Math A-1
2. Consumer Math
   Bob Bullis . . . . . Math B-1
3. Mathematics of Indirect Linear Measure
   Al Adamson . . . . . Math C-1

Music

1. Career Possibilities in Music and Related Fields
   Larry Johnson . . . . . Music A-1

Photography

1. Photographic Occupational Opportunites
   Gordon Irle . . . . . Pho. A-1

UNIT TITLES: HIGH SCHOOL - CONTINUED

Vocational Agriculture

1. Agricultural Occupations and You
   Jim Cockle . . . . . V.A. A-1
2. Small Gas Engines
   Jim Cockle . . . . . V.A. B-1
3. Electrical Soldering
   Jim Cockle . . . . . V.A. C-1
4. Metal Working (Taps and Dies)
   Jim Cockle . . . . . V.A. D-1

TITLE: CAREERS IN ART

DEVELOPED BY: Fred Wallick

SUBJECT AREA: Art (Limited to students with talent in art)

GRADE LEVEL: Grades 10, 11 and 12

ESTIMATED TIME INVOLVED: All year

CAREER EDUCATION CLUSTER: Fine Arts and Humanities

ELEMENTS OF CAREER EDUCATION:
1. Skill Awareness, Beginning Competence
2. Employability Skills

PROGRAM GOALS:
1. The student will develop skills basic to the chosen career cluster.
2. The student will develop personal and social interaction skills related to in-depth study of one career cluster.

COURSE GOALS:
1. The student will gain actual commercial art experience by using his talents in a practical way in the areas of school, business and community.

INSTRUCTIONAL GOALS:
1. The student will realize specific talents and training are needed for an art career.
2. The student will understand the various areas of art and art mediums used in commercial fields.
3. The student will understand the needs and responsibilities of meeting deadlines in the commercial arts field.
4. The student will be aware of such skills as selling, marketing, advertising, and pricing of art work.
5. The student will be aware of tools, materials, vocabulary, and procedures used in the commercial art field.

BEHAVIORAL OBJECTIVES:

1. The student will plan, design and produce a variety of art projects for the school and community.

LEARNING ACTIVITIES:

1. Students hand lettered room signs for teachers.
2. Students produced program covers for football games.
3. Students produce program covers for all music programs.
4. Students produced program covers for basketball games.
5. Students silk screened "Vote Schools" posters.
6. Students silk screened hat banners.
7. Students silk screened basketball and wrestling participants' photos for gym walls.
8. Students produced "I Voted Today" badges for election day.
9. Students silk screened felt banners.
10. Students produced program covers for queen coronation.
11. Students produced signs for State A Track Meet.
12. Students drew pictures for annual.
13. Students took field trip to a silk screening business.

EVALUATION: All student projects were evaluated for quality and content.

RESOURCES: Filmstrips:

Careers in Interior Design	-- Educational Dimensions
Art Careers in Advertising	Educational Dimensions
Careers in Illustration	Educational Dimensions
Careers in Fashion Design	Educational Dimensions
Graphic Careers in Advertising	Educational Dimensions

All art materials for projects

TITLE:	CAREERS RELATED TO BIOLOGICAL SCIENCE
DEVELOPED BY:	George Makela
SUBJECT AREA:	Biology
GRADE LEVEL:	Grade 10
ESTIMATED TIME INVOLVED:	1 class period per occupation
CAREER EDUCATION CLUSTER:	Health Occupations
ELEMENTS OF CAREER EDUCATION:	1. Skill Awareness, Beginning Competence 2. Career Awareness
PROGRAM GOALS:	1. The student can match necessary skills, abilities and interests with selected career clusters. 2. The student can identify abilities and skills required in selected career.
COURSE GOALS:	1. The student is aware that all careers in science require training. 2. The student is aware of the many sources of information about careers in medical science.
INSTRUCTIONAL GOALS:	1. The student is aware that biology is relevant to the student in the world of work and not just academic. 2. The student is aware of occupations that are available that require an emphasis on science and particularly biology in the training.
BEHAVIORAL OBJECTIVE:	1. The student will discuss the information learned from the slides.

LEARNING ACTIVITIES:	1. Students view slides of occupations that deal with various people using specific equipment that relates to training in science and particularly biology. 2. Class discussion on each slide.
EVALUATION:	The class discussion and interest of the students. Some areas covered on regular exam.
RESOURCES:	Set of slides from a laboratory at a health clinic. Various pamphlets from professional health organizations.
COMMENTS:	This activity and format is a fun activity and can be utilized where applicable. Other areas to be developed include Fish and Wildlife Management, Agriculture, Environmental Control, Medicine and the Forest Industry.

TITLE: LET'S USE THE TELEPHONE

DEVELOPED BY: Barbara Morrison

SUBJECT AREA: Advanced Typing

GRADE LEVEL: Grades 11 and 12

ESTIMATED TIME INVOLVED: 2 Weeks

CAREER EDUCATION CLUSTER: Business and Office Occupations

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Career Awareness
3. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will understand the skills necessary to acquire, maintain and progress in employment.
2. The student will identify necessary abilities required in the use of the telephone.
3. The student will match individual abilities and interests with skills and processes needed in a specific career.

COURSE GOALS:
1. The student will develop a basic awareness of (appreciation and attitude toward) telephone communication occupations.
2. The student will be aware of the knowledge and skills needed in telephone communication.

INSTRUCTIONAL GOALS:
1. The student will be aware of the various job opportunities with the telephone company.
2. The student will be aware of the importance of correct telephone usage.

BEHAVIORAL OBJECTIVES:

1. The student will discover different job opportunities with the telephone company.
2. The student will discover the different types of telephone communication available.
3. The student will analyze the correct and incorrect technicques in telephone usage.
4. The student will demonstrate the correct and incorrect techniques in telephone usage.

LEARNING ACTIVITIES:

1. Research job opportunities with the telephone company.
2. Research telephone equipment used in an office.
3. Research telephone techniques - correct and incorrect.
4. View available films on the use of the telephone.
5. From pre-selected activities, demonstrate both correct and incorrect telephone usage.
6. Work on a telephone project for the office:
   a. Look up in the telephone book eating and lodging information for the state track meet.
   b. Make telephone calls to all available restaurants and motels to find out prices,etc., for a master list to send to all schools participating in the state track meet.
   c. Type, proofread and duplicate the above lists.
   d. Look up addresses, type and stuff envelopes and mail to participating schools.

EVALUATION:

1. Make mock telephone calls.
2. The finished product that was sent to the participating school at the track meet will be evaluated for quality and content.

RESOURCES:

Films:

All Kinds of People
If An Elephant Answers
How to Lose Your Best Customer
Invisible Diplomats

Pacific Northwest Bell

Books:

Telephone Book
Secretarial Office Procedures, 8th ed. South-Western Publishing Co., 1972
Century 21 Typewriting, South-Western Publishing Co. 1972

Teletrainer from telephone company

COMMENTS: We used the state track meet activity for our actual telephone calls but this can be changed or adapted to any other activity e.g. convention, conference, etc.

TITLE: NEW STATE ABBREVIATIONS AND ZIP CODES

DEVELOPED BY: Barbara Morrison

SUBJECT AREA: Beginning Typing

GRADE LEVEL: Grades 10, 11 and 12

ESTIMATED TIME INVOLVED: 3 Days

CAREER EDUCATION CLUSTER:
Business and Office Occupations
Public Service Occupations

ELEMENTS OF CAREER EDUCATION:
1. Skill Awareness, Beginning Competence
2. Employability Skills
3. Appreciations and Attitudes

PROGRAM GOALS:
1. The student will understand the use of various communication tools and their effect on life-style.
2. The student will function at acceptable levels of competence.
3. The student will understand the concepts of work and work roles and the multiple occupational possibilities.

COURSE GOALS:
1. The student will develop a basic awareness of (appreciation and attitude toward) Postal Department occupations.

INSTRUCTIONAL GOALS:
1. The student will be aware of the various job opportunities in the post office.
2. The student will be aware of the importance of using correct state abbreviations and zip codes in mail delivery.

BEHAVIORAL OBJECTIVES:
1. The student will discover different job opportunities in the postal department.
2. The student will analyze why the postal department uses the new state abbreviations and zip codes.

Behavioral objectives continued...

3. The student will identify the steps the postal department takes in sorting and handling mail with and without the zip codes.

4. The student will be able to structure his typing of addresses to include state abbreviations and zip codes.

LEARNING ACTIVITIES:

1. Research job opportunities in the postal department.
2. View a film Reading and Sorting Mail Automatically.
3. Discuss with a postal department worker opportunities available and composition of work.
4. Locate zip codes for selected addresses.
5. Address (large and small envelopes) using the correct state abbreviations and zip codes.
6. Prepare a bulletin board or room display relating all knowledge students have learned.
7. All knowledge on state abbreviations and zip codes will be related to all of the typing correspondence.

EVALUATION:

1. Discuss in large group the opportunities available in the postal service.
2. Type correctly a selected amount of envelopes.

RESOURCES:

Film: Reading and Sorting Mail Automatically

Resource persons from the postal department

Information sheets - (See page B-3)

Books:

Century 21 Typewriting, South-Western, 1972

Secretarial Office Procedures, 8th ed. South-Western Publishing Co. 1972

COMMENTS:

The state abbreviations and zip codes are, after they are first introduced, continually tested as students use them in all of their typing correspondence.

TITLE: NEW STATE ABBREVIATIONS AND ZIP CODES

ZIP

THE ADDRESSING RULES ARE CHANGING
by Barbara H. Nalepa and Alan C. Lloyd

Ever since the ZIP was instituted, typists and typing teachers have known that "someday" a machine would scan addresses on envelopes and cards and sort them out for speedier delivery.

"Someday" has arrived, and so has the machine. The Optical Character Reader is being installed now in major Post Offices on an experimental basis. Detroit has had a working model for more than a year.

The present OCR is almost magic. It can read numbers, capitals, and small letters if they are machine-printed (typed, for example). It knows where all the post offices are, and it remembers the whole ZIP Code.

When a letter is slotted into the present OCR computer, an "eye" scans upward from the bottom of the card or envelope to the final line of the address. Another "eye" scans inward from the left edge to find the first character in the line and to measure electronically the exact height of that character.

The horizontal "eye" goes across the bottom-line characters, identifying each to the computer. Then, it is compared cumulatively with another memory bank that is a master list of addresses, arranged by city, state, and ZIP Code.

(The master list contains all the state names spelled in full, spelled with the traditional abbreviation, and spelled with the new two-letter abbreviation. You can use any of these spellings, but the Post Office hopes you will use the new abbreviation.)

If the city-state-ZIP are harmonious, the letter is sorted to the correct destination bin. If they are not harmonious--if something interferes--the letter is rejected and must be set aside until it can be served by a human eye.

But there are limits to the OCR'S capabilities. Thus, businessmen and their typists are being asked to change their addressing methods so that cards and envelopes (and inside addresses, too, for consistency) will be addressed in a way that the OCR will be able to read.

One of the addressing procedures we must change is that of typing expressions like "Confidential" and "Please Forward" at the left edge of an envelope two or three lines below the end of the address.

Remember that the "eye" works from the bottom up; therefore, this computer would find the on-arrival instruction confusing and reject the letter. So we need a new place to type such a line.

Suggestion: Type it four lines below the return address (or on line 9), starting it one-half-inch from the edge of the card or envelope (where the return address is begun). Underscore it to call attention to it.

Alternate suggestion: Perhaps you can phrase the expression to make it acceptable as a first or second line of the address block.

Mr. Richard T. Lewis
(Please Forward)
Jason Flooring Company

Jason Flooring Company
Attention Legal Department

Mr. Richard T. Lewis
(Personal and Confidential)
Jason Flooring Company

Does this mean that it is wrong to type "Confidential" on the instruction in the traditional place? No, but if you do so, the OCR will reject your mail, delaying it for manual sorting.

Right now, the computer "eyes" work only on the city-state-ZIP sequence, but the machine is expected eventually to "learn" how to sort by street addresses, postal box numbers, even apartment numbers. For this added sorting the computer will require single spacing (for the vertical eye) and booking (for the horizontal eye), no matter how many addressing lines are involved.

Obviously there is a limitation to the space that the "eyes" can scan and to the size envelope that the computer can accomodate.

Sizes: The smallest envelope the present OCR can handle is 4 1/4 X 3". The largest is the extra-large legal size, 11 1/2 X 5 1/4 inches. The two standard business envelopes, the No. 6 3/4 and the No. 10, are fine.

Space: The "read zone" is an area 8 inches wide, starting 1 inch from the left edge of the card or envelope, and 2 1/2 inches high, ending 1/2 inch from the bottom.

Since the entire address should be typed within the "read zone" we suggest the following new placement plan to help trainees.

Large envelopes: Begin on Line 14, 4 inches (40 pica, 50 elite spaces) from the left edge.

Small envelopes and postal cards: Begin on line 12, 2 inches (20 pica 24 elite spaces) from the left edge. See example next page.

Jeremiah W. Langston
P.O. Box 931
Berkeley, CA 94701

Confidential

Mr. Thomas F. Everybody
59 Third Avenue
Garden City, NY 11530

These directions not only position the address comfortably within the "read zone" but also implement an easy-to-remember rule: 14/4 or 12/2

When the ZIP Code was developed, heavy users of the mail, especially those having mailing lists on mechanical addressers, found that the five additional spaces required for the ZIP Code took more space than the addressing plates could provide.

So the Post Office developed a new list of state abbreviations: Two capital letters typed without periods or spaces. The new abbreviations are interchangeable with the old and with spelled-in full names. Because the OCR can recognize the new abbreviations most quickly ("CA" is California or "Calif."), the Post Office hopes that everyone will switch to the new abbreviations. For the abbreviations see your State Abbreviation handout.

The Post Office has always clearly indicated that some space was needed between the state name and the ZIP Code number: at least 2/10 but no more than 6/10 inch. These figures apply to the present OCR computer, too.

Translated into terms of pica and elite typewriter type, the "some space" becomes at least 2 pica or 3 elite spaces, but not more than 6 pica or 3 elite spaces. Because students and office typists work with both printing sizes, the Gregg typing books recommend that the typist standardize on leaving three spaces before typing the ZIP Code number: three spaces serve both type sizes.

Other technicalities related to the present computer are discussed in "Addressing for the Optical Character Reader," a Post Office Department publication No. 114, dated November, 1967. Some examples:

Goodbye color. The present OCR works best with dark ink on a light background, preferable black ink on white paper.

Goodbye designs. The present OCR cannot distinguish letters and numbers against a design background.

Goodbye fancy lettering. The present OCR cannot read fancy, italic, or other kinds of artistic lettering.

So what does a typewriting teacher say to his class when he reaches the first envelope exercise in the course? The book says "Double-space addresses of three lines," and "You may arrange the lines in indented form."

What will you tell your class?

Suggestion: Tell them--

1. They can address envelopes and cards in the traditional manner, but the OCR may delay their mail.
2. They can speed up delivery of their own mail particularly in cities large enough to be serviced by OCR by adhering to the four points made in this review: (a) the 14/4 and 12/2 starting points; (b) block address; (c) single-spaced address; and (d) combination of the on-arrival direction line with the address block or, better, typing it between the return address and the forwarding address.
3. They should learn the new two-letter state abbreviations.

And altogether, the whole business of addressings--long one of the dull aspects of typewriting--will spring to life and shine with new importance.

Barbara H. Nalepa and Dr. Alan C. Lloyd are associate editor and editor in chief, respectively, of the Gregg typewriting publications.

STATE ABBREVIATIONS

AL	Alabama	KY	Kentucky	OH	Ohio
AK	Alaska	LA	Louisiana	OK	Oklahoma
AZ	Arizona	ME	Maine	OR	Oregon
AR	Arkansas	MD	Maryland	PA	Pennsylvania
CA	CAlifornia	MA	Massachusetts	PR	Puerto Rico
CO	Colorado	MI	Michigan	RI	Rhode Island
CT	Connecticut	MN	Minnesota	SC	South Carolina
DE	Delaware	MS	Mississippi	SD	South Dakota
DC	District of Columbia	MO	Missouri	TN	Tennessee
FL	Florida	MT	Montana	TX	Texas
GA	Georgia	NB	Nebraska	UT	Utah
GU	Guam	NV	Nevada	VT	Vermont
HI	Hawaii	NH	New Hampshire	VA	Virginia
ID	Idaho	NJ	New Jersey	VI	Virgin Islands
IL	Illinois	NM	New Mexico	WA	Washington
IN	Indiana	NY	New York	WV	West Virginia
IA	Iowa	NC	North Carolina	WI	Wisconsin
KS	Kansas	ND	North Dakota	WY	Wyoming

TITLE: THE JOB SEARCH

DEVELOPED BY: Helen Lyle

SUBJECT AREA: Office Procedures

GRADE LEVEL: Grades 11 and 12

ESTIMATED TIME INVOLVED: 1-2 Weeks

CAREER EDUCATION CLUSTER: Varied (depending on students interests)

ELEMENTS OF CAREER EDUCATION:
1. Self Awareness
2. Decision-Making
3. Career Awareness

PROGRAM GOALS:
1. The student will select a career cluster as related to interests and abilities.
2. The student will develop self perception of abilities and interests as related to actual career requirements.
3. The student will choose a tentative career.
4. The student will be aware that career decisions are flexible at the expense of time, effort and money.
5. The student will identify necessary abilities required in selected careers.

COURSE GOALS:
1. The student becomes aware of his own interests.
2. The student is aware of the many job clusters available in his interest areas.
3. The student is aware of how to select a job.
4. The student is aware of how to prepare a job application.

INSTRUCTIONAL GOALS:

1. The student understands how to make a personal evaluation.
2. The student understands what job opportunities are available to him in the area.
3. The student is aware of what a prospective employer needs to know about him.

BEHAVIORAL OBJECTIVES:

1. The student will evaluate self likes and dislikes.
2. The student will relate self-evaluation to occupations.

LEARNING ACTIVITIES:

1. Students list all the things they like.
2. List all the things they don't like.
3. Students list all the jobs they can think of in which they might use their likes (Used materials from the library and OEK)
4. Class discussion "Where do you get jobs?" (Used KNOW)
5. Students used the phonebook and local newspaper to discover which jobs they were interested in are available in this area.
6. Students consider the jobs available at the telephone company.
7. Each student will study a Personal Data Sheet and Letter of Application.
8. Each student makes a Personal Data Sheet and writes a Letter of Application for the telephone company.

EVALUATION:

1. Class discussion on lists and jobs.
2. Check Data Sheet for completeness of information and projection of positive image.
3. Check Application Letter for completeness of information and projection of positive image.

RESOURCES:

Occupational Exploration Kit SRA

Knowledge Needed to Obtain Work SRA

High School Library

Local telephone book

Local newspaper

Textbook: Clerical Office Practices, South-Western

COMMENTS:

The students enjoyed the self evaluation and the personal data sheet work. It is suggested that each school have a coordinated program to avoid overlap.

TITLE: WHAT ITS REALLY LIKE IN AN OFFICE

DEVELOPED BY: Barbara Morrison

SUBJECT AREA: Shorthand I and Shorthand II

GRADE LEVEL: Grades 10, 11 and 12

ESTIMATED TIME INVOLVED: 1 Week

CAREER EDUCATION CLUSTER: Business and Office Occupations

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness
2. Employability Skills

PROGRAM GOALS:
1. The student can identify necessary abilities required for selected career.
2. The student will develop personal and social inter-action skills related to in-depth study of one career cluster.

COURSE GOAL:
1. The student will develop a basic awareness of (appreciation and attitude toward) occupations where a shorthand background is helpful.

INSTRUCTIONAL GOAL:
1. The student will have an experience for one day in an office of his choosing.

BEHAVIORAL OBJECTIVES:
1. The student can identify skills and tools needed to become a secretary.
2. The student can list five basic skills needed to become a secretary.
3. The student can define five basic requirements for employment that have been established by the employer.

LEARNING ACTIVITIES:

1. The students will prepare a bulletin board display.
2. Students then research the area they have selected and write a report on what it is and what they expect.
3. Each student will write a letter of application (including a data sheet) to the employer.
4. The student will report to the designated place on time and stay until the office closes.
5. Each student will do a limited abount of work and observe office workers.
6. Upon returning to school the next day, they will report what has occurred.
7. Write a report on actual happenings (diary of the day) and how it differed from what they expected.
8. Each student will write a thank you letter to employer.

EVALUATION: The form used is on page D-5. This was filled out by the employer.

RESOURCES: Suggested employers list....

Manufacturing Companies	Insurance Companies
Banks	Legal Offices
City Hall	Lumber Companies
Court House	Newspapers
Doctors Offices	Nursing Homes
Dentist Offices	Real Estate Offices
Medical Centers	Schools
Chiropractors	Car Dealerships
Optometrists	Travel Agencies
Fruit Warehouses	Hospitals

COMMENTS:

For this activity the instructor will:

1. Contact prospective employers and see if they are willing to participate.

2. Make arrangements for a day.

3. Keep track for a day.

   a. Letter sent.

   b. Acknowledgement of letter

   c. Transportation

   d. Lunch arrangements

   e. End results

4. Write thank you lettersto employers and ask them to fill out a questionaire.

For this activity the employers will be asked to:

1. Acknowledge the letter of application by mail or telephone.

2. Review with the student the day's activities; what happenens in the office normally, lunch routine, breaks, salary schedules, fringe benefits, etc.

3. Assign the student a limited abount of work if possible.

4. Fill out and return the questionnaire on the program and the student.

TITLE: WHAT ITS LIKE IN AN OFFICE

SAMPLE LETTER TO EMPLOYERS

Name
Address
City, State Zip Code

Dear :

I am the shorthand and typine instructor at Cashmere High School. This year I am planning to incorporate a career education project.

In my project, I am trying to orient my students to actual participation in a job. To finalize my orientation I would like to have them actually work at a place of business for one day.

From you, the employer, I would like your help. Would you accept a student on _____, _____? Briefly, if you would accept a student, the student will write you a letter of application. This I would like acknowledged by you by mail or phone. Then, the student will report to you on _____, _____ at the time your place of business opens. The student will stay at your office until closing time. If possible I would like them to be able to do a limited amount of work.

I hope you will decide to participate. I will be contacting you during the week of _____ to talk to you further about this.

Sincerely,

Mrs. Barbara Morrison
Business Education Teacher

	Poor	Could Be Improved	Excelle
1. Did the student have sufficient background preparation in:			
a. Typing			
b. Shorthand			
c. Public Relations (telephone and/or reception techniques)			
d. Mathematics			
e. Skills (such as grammar, spelling, etc.)			
f. Other _____ (please state)			
2. Did the student possess or acquire acceptable qualities such as:			
a. Initiative			
b. Interest			
c. Friendliness			
d. Self-confidence			
e. Enthusiasm			
f. Responsibility			
g. Personal Dress			
h. Cleanliness			
3. Did the student become sufficiently productive in the performance of duties on the job.			
4. Was the student attentive to details (for example, did she follow directions, was her work free from errors?)			
5. Was the student consistent in following through (did she have the ability to work assignments and keep up schedules)			
6. Did the student have the ability to answer questions or objections?			

7. Did you or your company benefit by providing work for this person? _____ YES or NO

	Poor	Could Be Improved	Excellent	Not Applicable
fficient background preparation in:				
elephone and/or reception techniques)				
mmar, spelling, etc.)				
(please state)				
or acquire acceptable qualities such as:				
sufficiently productive in the performance job.				
ve to details (for example, did she her work free from errors?)				
ent in following through (did she k assignments and keep up schedules)				
e ability to answer questions or ob-				

YES or NO

benefit by providing work for this person?_____

(over)

8. Do you believe the student profited? _____

9. If you had an opening in your firm, would you employ this person on a full-time basis aft
want your opinion, not a commitment.) _____

10. Would you be willing to do something like this again? _____

We would appreciate any additional comments below:

udent profited? _____

In your firm, would you employ this person on a full-time basis after graduation? (We
t a commitment.) _____

to do something like this again? _____

ny additional comments below:

TITLE: WHAT IT'S LIKE IN AN OFFICE

SUGGESTIONS FOR STUDENT'S LETTER:

1. Tell background of self (who you are, what you are doing for what class, why you are doing this - hopefully to gain an insight of the office and see if you want to pursue this type of career and when).
2. Ask permission to visit and possibly do a limited amount of work.
3. Find out times of employment (beginning and ending of your day).
4. Set a date for calling them to confirm the date.
5. If you want to tour the facilities, ask if this is possible.
6. Also, if you would like to see other areas where they use typing, shorthand or some sort of secretarial work, ask if this is possible.
7. Don't forget -- ask about lunch.

SUGGESTIONS FOR ON THE JOB:

What to look for:

1. How do they handle job applicants?
2. What do they look for in a job applicant?
3. Do they test? If so, how? If not, what criteria do they use?
4. What qualifications do you need? Typing Speed, Shorthand Speed, Machines (types)?
5. Positions available?
6. Information regarding number of hours per day, days per week, etc.
7. Other responsibilities that they assume.
8. Salary and other benefits e.g. hospitalization, pension plans, vacation, holidays, coffee breaks, etc.
9. Future opportunities with this company (advancement).
10. General appearance of office and staff.
11. Attitudes and personality of staff and training required.

TITLE: WHAT ITS LIKE IN AN OFFICE

SAMPLE LETTER TO PARENTS FOR PERMISSION

Mr. and Mrs. _____
Route # 1
Cashmere, Washington 98815

Dear Mr. and Mrs. _____

On May 22, 1974, our Shorthand I and II classes are participating in a Career Day. On this day, the students are encouraged to acquire on-the-job experience in an occupation that interests them and that they might later want to pursue as a career.

In order to allow _____ to participate in this program, parental permission is needed. Please sign the bottom portion of this letter giving your permission for absence from school and permission for providing her own transportation to the chosen job experience, and have _____ return it to me before May 20, 1974.

Sincerely,

Mrs. Barbara Morrison
Shorthand Instructor

_____ has my permission to participate in the Shorthand I and II Career Day, Wednesday, May 22, 1974.

_____ will be visiting Mr. _____, Auditor at the Court House in Wenatchee.

_____
Parent"s Signature

TITLE: CAREER EXPLORATION

DEVELOPED BY: Dick Holmer

SUBJECT AREA: Career Education

GRADE LEVEL: Grade 12

ESTIMATED TIME INVOLVED: 1 Trimester

CAREER EDUCATION CLUSTER: Varied (depending on student's choice)

ELEMENTS OF CAREER EDUCATION:

1. Appreciations and Attitudes
2. Decision-Making
3. Educational Awareness
4. Career Awareness
5. Economic Awareness

PROGRAM GOALS:

1. The student understands the tasks required within chosen job clusters and develops the specific skills needed.
2. The student is aware that career decisions are flexible at the expense of time, effort and money.
3. The student will plan the acquisition of the necessary skills remaining for a chosen life-style.
4. The student will re-assess abilities, interests and attitudes according to selected career and life-style. Determine further requirements needed.
5. The student will understand the financial and legal instruments that govern and protect the worker.

COURSE GOALS:

1. The student will have the opportunity to investigate the world of work and relate his skills and desires to the world of work.
2. The student is able to evaluate skills, and develop a taxonomy of his desires.

INSTRUCTIONAL GOALS:

1. The student is aware of his desires and skills by self analysis and by peer group analaysis.
2. The student is aware of the 15 clusters and the many jobs related to each cluster.
3. The student is aware of occupations available in his community.
4. The student is aware through investigation, of some aspects of a specific job and/or jobs he is interested in.

BEHAVIORAL OBJECTIVES:

1. The student will analyze his own interests, abilities, and capabilities.
2. The student will investigate several job opportunities that fit his abilities, interests and capabilities.
3. The student will observe a job of his choice for at least one day.

LEARNING ACTIVITIES:

1. The student will take the GATB test and analyze
2. Students will form discussion groups and analyze their DAT scores and individual values.
3. Each student will investigate the clusters and select 5 jobs from each cluster he is somewhat interested in. This selection is based upon desires and skills.
4. Students will investigate local companies that might offer them positions and check on the entry level requirements, pay scale, etc.
5. Each student will spend one or more days on an on-site visitation of his choice.

EVALUATION:

Evaluation will be made on an individual basis by the instructor to determine what percentage of students obtained the stated objectives of the course, namely the selection of a vocational area to enter or train for.

RESOURCES:

Dictionary of Occupational Titles, U.S. Dept. of Labor

General Aptitude Test Battery , U.S. Dept. of Labor

Occupational Exploration Kit, SRA

Values Clarification,Sidney Simon, Hart Publ. Co.

All materials from the library

COMMENTS:

This project was a person to person relationship not teacher-student relationship.

The student desires were based on desired life-style, religion, geographic location, community size, climate, politics, etc.

Reference to the DAT (Differential Aptitude Test) is in relation to the students' re-evaluation of their own scores on the DAT, which they took two years ago.

TITLE: GIRLS' CLUB MOTHERS' TEA

DEVELOPED BY: Millie Dirkes and Vivian Moss

SUBJECT AREA: Girls' Club Members (All girls in the high school)

GRADE LEVEL: Grades 9, 10, 11 and 12

ESTIMATED TIME INVOLVED: 3 Weeks

CAREER EDUCATION CLUSTER: Hospitality and Recreation Occupations

ELEMENTS OF CAREER EDUCATION:
1. Educational Awareness
2. Employability Skills
3. Self Awareness

PROGRAM GOALS:
1. The student will acquire and re-enforce special skills needed for predicted or desired life-style.
2. The student will develop personal and social interaction skills related to in-depth study of one career cluster.
3. The student will develop self-perception of abilities and interests as related to actual career requirements.

COURSE GOALS:
1. The student is aware that all work does not result in monetary gain.
2. The student is aware that community service results in personal satisfaction.

INSTRUCTIONAL GOALS:
1. The student is aware of the responsibility for the planning and implementing of a large social function.

BEHAVIORAL OBJECTIVES:

1. The student will organize and execute a tea for the mothers.
2. The student will utilize various devices to publicize the tea.
3. The student will organize and present entertainment.

LEARNING ACTIVITIES:

1. Write publicity article for the high school paper and for local newspapers.
2. Write, type, and run-off mimeographed invitations and programs.
3. Design decorations to follow theme.
4. Shop for and buy materials to carry out the decorating theme.
5. Make arrangements for entertainment by contracting with talented students to perform.
6. Buy, prepare, and serve tea cookies, punch and coffee.
7. Arrange for photographer and set up back-drop for mother-daughter pictures.
8. Order and sell corsages to girls for the mothers.
9. Organize clean-up crew and clean area.

EVALUATION:

Student record of activity and suggestions for improvement for the next tea.

RESOURCES:

Record of previous teas

Refreshments

Supplies and equipment: coffee pots, tablecloths, napkins, tea service, punch bowls, and silverware

Flowers

Paper goods

TITLE: PRODUCING A MOCK YEARBOOK

DEVELOPED BY: Barbara Morrison

SUBJECT AREA: Annual Publication

GRADE LEVEL: Grades 11 and 12

ESTIMATED TIME INVOLVED: 1 Tri-mester

CAREER EDUCATION CLUSTER: Communications and Media Occupations

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness
2. Appreciations and Attitudes
3. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will identify abilities and skills required for various career clusters.
2. The student will understand the tasks required within chosen job cluster and develop the specific skills needed.
3. The student will develop skills basic to the chosen career cluster.

COURSE GOALS:
1. The student will develop a basic awareness of (appreciation and attitude toward) communications and media occupations.
2. The student will be aware of the knowledge and skills needed in the production of a yearbook.

INSTRUCTIONAL GOALS:
1. The student will be aware of the various job opportunities possible in producing a yearbook e.g. writing, photography, layout, etc.
2. The student will be aware of the importance of meeting deadlines.
3. The student will be aware of the importance of good layouts (photography and copy).
4. The student will be aware of the organization and paper work involved in producing a good yearbook.

BEHAVIORAL OBJECTIVES:

1. The student will discover the different job possibilities and opportunities in the communication and media occupations.
2. The student will design his own yearbook.
3. The student will gather together all necessary supplies (facts, pictures and paper) needed for his own yearbook and assemble it.
4. The student will follow the same rules and forms used in producing the "real" yearbook.
5. The student will correctly write and type (error-free) all necessary information for his yearbook.

LEARNING ACTIVITIES:

1. Students prepare a ladder.
2. Students follow the ladder.
3. Students design a cover for the annual.
4. Students design the endsheets for the annual.
5. Using the layout sheets, prepare pages by:
   a. 3-column or 2-column layouts.
   b. Cut pictures from magazines.
   c. Paste up.
   d. Do own art work - submitted on proper forms.
   e. Identify pictures (typed).
   f. Write copy (typed). Students are to be brief and factual and not flowery or editorializing.

EVALUATION: Students contract for their grades (see sample page B-5).

RESOURCES: American Yearbook Company's Supply Kit

TITLE: PRODUCING A MOCK YEARBOOK

ANNUAL PUBLICATIONS PROJECT

Your project for the 2nd trimester is to prepare your own "yearbook". *You will be supplied with the following:*

1. layout sheets
2. construction paper for covers
3. some magazines to cut out

In the "yearbook" you will be expected to:

1. prepare a ladder
2. follow the ladder
3. design a cover
4. design the endsheets
5. using the layout--prepare your pages by:
   a. using 3-column or 2-column layouts
   b. cut pictures from magazines and paste up.
   c. do art work, etc.
   d. identify pictures (typed)
   e. write copy (typed)
      1) be brief, factual
      2) don"t be flowery, editorializing

Do not use more than 3 pages of advertising (2 for a 50 page book, 1 for a 25 page book).

You may have sponsor page ads, also.

You will have deadlines to meet.

Use blue pencil for notes on layout sheets. (You can use regular pencil on places where it will be covered by a picture or copy or if you erase it so no one can tell it was there.)

GRADING : You many work in groups of 2. However, in groups of 2, the highest grade you can receive is a B. If you work alone, the highest grade you can receive is an A. You may contract for your book size.

A= 75 pages
B= 50 pages
C= 25 pages

Therefore, if a group (2) were working on an A = 75 pages, the highest grade they can receive is a B+; on a B = 50 pages, highest grade a C+; on a C = 25 pages, highest grade a D+.

You will also be graded on: 1. Consistency (as Row 1:, ROW 1:, Front row:.)
2. Overall layouts (use of columns)

Annual Publication Project continued....

3. General Appearance
4. Content
5. Theme (optional)
6. Meeting Deadlines
7. Your contract (standing up to your bargain)
8. Cover design (no more than 2 colors)
9. End sheet design (use same on front and back)

DEADLINES:

A - 75 pages

Ladder due ---	Dec. 18
Cover Design -	Dec. 21
End Sheets ---	Jan. 4
10 pages ----	Jan. 11
15 pages ----	Jan. 25
20 pages ---	Feb. 5
20 pages ----	Feb. 22
10 pages ----	Feb. 28

B = 50 pages

Ladder Due ---	Dec. 18
Cover Design -	Dec. 21
End Sheets ---	Jan. 4
6 pages ---	Jan. 11
10 pages ---	Jan. 25
14 pages ---	Feb. 5
14 pages ---	Feb. 22
6 pages ---	Feb. 28

C = 25 pages

Ladder Due ---	Dec. 18
Cover Design --	Dec. 21
End Sheets --	Jan. 4
3 pages --	Jan. 11
5 pages --	Jan. 25
7 pages --	Feb. 5
7 pages --	Feb. 22
3 pages ---	Feb. 28

With each "shipment" fill out a Copy Submitted Record, like we do on our orders, circling the page numbers sent, etc.
On the final "order", be sure to state that it is the FINAL SHIPMENT!

NOTE: This will count for the major part of your second trimester grade; you will get additional credit for work on the "real" annual plus credit for any additional work done for other teachers or myself. This additional work could raise your grade.

TITLE: PRODUCING A MOCK YEARBOOK

CONTRACT

I, _____ understand

as my project for 2nd trimester Annual Publication Class, I will be designing a "yearbook".

I will be working

alone _____

with a partner _____

Name of partner _____

The grade I expect:

A _____

B+ _____

B _____

C+ _____

C _____

D+ _____

_____
Signature of Sutdent

_____
Signature of Teacher

(Fill out 2 copies, student keeps one copy; teacher keeps other copy)

TITLE: JOB INTERVIEW

DEVELOPED BY: Robert R. Griffith

SUBJECT AREA: Distributive Education

GRADE LEVEL Grade 12

ESTIMATED TIME INVOLVED: 2 Weeks

CAREER EDUCATION CLUSTER: Not Applicable

ELEMENTS OF CAREER EDUCATION:
1. Self Awareness
2. Employability Skills

PROGRAM GOALS:
1. The student will develop self confidence in the anticipated career choice.
2. The student will develop personal and social interaction skills related to in-depth study of one career choice.

COURSE GOAL:
1. The student is aware of all aspects of searching for a job and applying for employment.

INSTRUCTIONAL GOALS:
1. The student knows techniques for handling an interview (e.g., dressing appropriately, taking necessary documents, knowing what to say, when to leave and how to follow up).
2. The student is able to carry out an intelligent interview when applying for a job.
3. The student is able to present a complete personal data sheet of himself when applying for a job.

BEHAVIORAL OBJECTIVES:
1. The student can analyze his interests, aptitudes and abilities.
2. The student will demonstrate proficiency in filling out a Personal Data Sheet.

Behavioral Objectives Continued....

3. The student will correctly complete a job application.

4. The student will interview for a job using the techniques prescribed and evaluated by local businessmen.

LEARNING ACTIVITIES:

1. Each student will take the General Aptitude Test Battery.

2. Each student with the instructor will check his file for aptitude and interest tests as well as for experiences that may be used in conjunction with counseling for jobs.

3. Listen to and question a speaker from the Social Security Office.

4. Listen to and question a speaker from the Department of Labor and Industries.

5. All students will write a Personal Data Sheet(See page A-4) Instructor and student confer and correct all errors.

6. All students complete job applications. (See page A-5 and A-6)

7. Each student will practice an interview in front of the class with the instructor as the interviewer.

8. Each student will interview two local businessmen to ascertain why people lose jobs.

9. Interested businessmen will interview the students away from the school environment and then evaluate the student.

EVALUATION:

1. The preparation for the interview.

2. Completness of Personal Data Sheet

3. The job interview.

4. Unit test

RESOURCES: Knowledge Needed to Obtain Work Kit SRA

Salesmanship Fundamentals, Ernest and Da Vall, 1969.

Retailing, Richert, Meyer, Haines, 1968.

Marketing and Distribution, Mason and Rath, 1968.

Job Finding Kit, Washington State Coordinating Council for Occupational Education.

Personal Data Sheet

Job Application Form

Local Businessmen as speakers and interviewers

COMMENTS: The local businessmen have been most cooperative on this project.

TITLE: VALUE CLARIFICATION

DEVELOPED BY: Robert R. Griffith

SUBJECT AREA: Distributive Education

GRADE LEVEL: Grade 12

ESTIMATED TIME INVOLVED: On going all year

CAREER EDUCATION CLUSTER: Not Applicable

ELEMENTS OF CAREER EDUCATION:
1. Self Awareness
2. Appreciations and Attitudes

PROGRAM GOALS:
1. The student will modify and/or accept differences between the individual's personal values and the influence of others on career choices.
2. The student will make a commitment to the selection of a career based on individual attitudes, values and education.

COURSE GOALS:
1. The student will see more clearly the directions his day to day life choices are taking.

INSTRUCTIONAL GOALS:
1. The student knows that clarifying personal values involves finding out what you value, how much, and why.
2. The student knows reasons for clarifying personal values (e.g., increasing understanding of self and others, resolving conflicts, making valid and satisfying decisions, adapting to change, and integrating personal value system and behavior.
3. The student knows that values influence one's choices, judgments, attitudes, and behavior in both new and familiar situations.

Instructional Goals Continued....

4. The student is able to analyze the rationales which support particular values (e.g., the reasoning which ties together the needs, assumptions, and values).

5. The student knows that the integration of all one's values into a whole composes a value system.

6. The student is able to determine relationships between his or her value system and the value system of the culture in which he or she lives.

7. The student is able to establish priorities.

8. The student is able to restructure values in response to increasing knowledge and skills, changing needs, or changing situations.

BEHAVIORAL OBJECTIVES:

1. The student will analyze his own life style through value clarification.

2. The student will participate in group discussions related to value clarification.

LEARNING ACTIVITIES:

1. Students fill out ditto sheets that help them to look at, analyze and clarify their own values. Following this the class will have a group discussion at which time the student is free to participate or not participate depending on how much of himself he wants to share with the group. Eight units will be covered throughout the year e.g., Time, Competition, Authority, Personal Space, Commitment, Relationships and Images.

EVALUATION: No evaluation

RESOURCES: Search For Values Kit, Dimensions of Personality, The Center for Learning, Inc.

Value Clarification, Sidney B. Simon

COMMENTS: This is an excellent process that gives students a system for examining their entire lives, life-long, a way to search out and establish meaning in their lives.

TITLE: HUMAN RELATIONS

DEVELOPED BY: Robert R. Griffith

SUBJECT AREA: Distributive Education

GRADE LEVEL: Grade 12

ESTIMATED TIME INVOLVED: 2 Weeks

CAREER EDUCATION CLUSTER: Not Applicable

ELEMENTS OF CAREER EDUCATION: 1. Employability Skills

PROGRAM GOAL:

1. The student will develop personal and social interaction skills related to in-depth study of one career cluster.

COURSE GOAL:

1. The student is aware that his success in a career in Marketing and Distribution will be determined largely by the way he gets along with people.

INSTRUCTIONAL GOALS:

1. The student will be able to describe the basic requisites for building and maintaining good human relationships in his business and daily life.
2. The student will be better able to make judgements and act on problems and situations that continually face employees in marketing and distribution.

BEHAVIORAL OBJECTIVES:

1. The student will differentiate between structured and unstructured human relations and apply these on and off the job.
2. The student will be able to more effectively communicate on the job as evaluated by his employer during the school year.
3. The student will be able to create a good image for his company.

Behavioral Objectives Continued.....

4. The student will be able to cite the three most important traits called for in customer relations.

5. The student will be able to put into effect practice of good human relations in his career in Marketing and Distribution.

LEARNING ACTIVITIES:

1. Class discussion: Pleasant human relations and unpleasant human relations. Give examples of each and discuss how they differ.

2. In small groups, define human relations and how it applies to the phrase "no man is an island."

3. Interview a local businessman and write a report on the importance he places on positive attitudes on the job and between employer and employee.

4. Have a businessman talk to the class about a problem that faces him and causes a conflict between the employee and management or between another employee.

5. Class discussion: "What kind of a personality should a Salesman Have?"

6. Role play a situation where a problem exists between:

   a. An employer and employee.

   b. Co-workers.

   Discuss both points of view.

EVALUATION:

1. Write a report on the importance of good human relations.

2. Unit test. (See page C-3)

RESOURCES:

Business Behavior, Russon, 1964, pages 17-48.

Fundamentals of Selling, Wingate-Nolan, 1969.

Psychology and Human Relations in Marketing, Hiserodt, 1969.

Local Businessmen

COMMENTS: These activities are used all year as the need arises among the students.

TITLE: FIVE STEPS OF A SALE

DEVELOPED BY: Robert R. Griffith

SUBJECT AREA: Distributive Education

GRADE LEVEL: Grade 12

ESTIMATED TIME INVOLVED: 4 Weeks

CAREER EDUCATION CLUSTER: Marketing and Distribution

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Self Awareness

PROGRAM GOALS:
1. The student will develop employability skills necessary for the anticipated job.
2. The student understands the tasks required within chosen job clusters and develops the specific skills needed.

COURSE GOALS:
1. The student is aware of the specific procedure necessary for a successful sale.

INSTRUCTIONAL GOALS:
1. The student knows steps required in completing a sale (e.g., prospecting, approach, need-determination, presentation, suggestion, handling objections, and closing.
2. The student knows techniques used in approaching a prospective buyer, (e.g., opening statement, use of proper timing, creation of a friendly atmosphere).
3. The student knows types of "openers" used in the approach (e.g., question, curiosity, gift).
4. The student knows elements of a presentation.
5. The student knows types of sales presentations.
6. The student knows techniques for closing a sale (e.g., contrasting advantages and disadvantages, premium close, narrowing the choice, asking for the order directly).

BEHAVIORAL OBJECTIVES:

1. The student will identify the three types of approaches.
2. The student will demonstrate selling a product to the instructor or another student.
3. The student will demonstrate an impromptu sales presentation.

LEARNING ACTIVITIES:

1. Instructor explains the three types of approaches: greeting, service, and merchandise.
2. Students compare three poor opening statements and show how they might be improved upon.
3. Instructor record on video tape, a right approach and a wrong approach, and have class analyze each.
4. Each student will try to sell the instructor some item in front of the class. How many objections can the student overcome.
5. Select a product or service and list as many objections as possible which might be uncovered in a sales presentation. Students try to overcome each.
6. Each student will select a product and develop a list of closing statements around it.
7. Instructor video-tapes a sales presentation by a salesman. The students discover when he attempts to close the sale.
8. Each student will select a product and develop a list of related items that could be used for suggestion selling.
9. Instructor will write the name of a product or service on slips of paper. Have students draw a slip and do an impromptu sales talk on that item.
10. Each student will prepare and present to the class a formal sales presentation using the five steps of a sale.

EVALUATION:

1. Sales presentation
2. Unit test.

RESOURCES:

Fundamentals of Selling, Wingate-Nolan, 1969.

Marketing and Distribution, Mason-Rath, 1968.

Salesmanship Fundamentals, Ernest and DaVall, 1969.

Retailing, Richert, Meyer, Haines, 1968.

Local salesman

TITLE:	MATHEMATICS OF DISTRIBUTION
DEVELOPED BY:	Robert R. Griffith
SUBJECT AREA:	Distributive Education
GRADE LEVEL:	Grade 12
ESTIMATED TIME INVOLVED:	On going all year
CAREER EDUCATION CLUSTER:	Marketing and Distribution Occupations
ELEMENTS OF CAREER EDUCATION:	1. Educational Awareness 2. Skill Awareness, Beginning Competence
PROGRAM GOALS:	1. The student will plan the acquisition of the necessary skills . 2. The student will master the skills basic to a chosen career cluster and develop skills related to a specific job.
COURSE GOALS:	1. The student is aware of the importance of acquiring mathematical skills for occupations in Marketing and Distribution.
INSTRUCTIONAL GOALS:	1. The student is aware of the mathematical concepts utilized in the buying process. 2. The student is aware of the mathematical concepts involved in the procedures for pricing merchandise. 3. The student is aware of the mathematics involved in selling merchandise. 4. The student is aware of the mathematical processes involved in supervisory or management positions.

BEHAVIORAL OBJECTIVES:

1. The student can compute markup or markon on cost and retail price.
2. The student can add up the invoice and compute sales tax.
3. The student can compute payrolls and figure commissions and straight time.

LEARNING ACTIVITIES:

1. Students visit local businesses and ask personnel manager if they may take the pre-employment math test.
2. Students interview businessmen as to the role that math plays in their business and its importance.
3. Students use sales slips or invoices with multiple items and figure aliquot parts.
4. Students take five items and figure markup on retail and markup on cost.
5. Class discussion on what percentage of markup should there be on a particular product and what are ramifications. High volume products vs. low volume products.
6. Students add up given sales and then from sales tax charts compute the correct sales tax.
7. Set up a company within a classroom and have each student be payroll clerk and figure commissions and straight time and overtime for a given company payroll.
8. Have local accountant come and speak to class on the importance of reporting business information.

EVALUATION: Periodic tests on material presented.

RESOURCES:

Mathematics for Business Occupations, Huffman, 3rd ed., 1968.

Applied Business Mathematics, Piper and Gruber, 8th ed.,1969.

Business Mathematics, Rosenberg and Lewis, 7th ed.,1968.

Local Businessmen

Accountant

TTTLE: ADVERTISING AND ITS CAREERS

DEVELOPED BY: Judy Nelson

SUBJECT AREA: English

GRADE LEVEL: Grade 10

ESTIMATED TIME INVOLVED: 2 Weeks

CAREER EDUCATION CLUSTER: Communication and Media Occupations

ELEMENTS OF CAREER EDUCATION:
1. Appreciations and Attitudes
2. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will understand the importance of all careers and their contribution to society.
2. The student will match individual abilities and interests with skills and processes needed in career clusters.
3. The student will develop skills basic to the chosen career cluster.

COURSE GOALS:
1. The student will be aware of the many careers and job opportunities that exist in the realm of advertising.
2. The student will understand what advertising is and how it works.

INSTRUCTIONAL GOALS:
1. The student will be aware of the concepts and methods of advertising.
2. The student will gain insight into what some components of advertising are and what careers are available in varying areas of advertising.

BEHAVIORAL OBJECTIVES:
1. The student can recognize and write different types of advertisements.
2. The student will demonstrate his understanding of styles and techniques in advertising by creating two series of his own advertisements.

LEARNING ACTIVITIES:

1. Given a list of jargon used in advertising and publishing ads, students will find examples in newspapers and magazines.

2. Given terms applicable to styles and motives of advertising, students will demonstrate their knowledge by compiling a booklet of such examples using newspapers and magazines as their source.

3. Using existing newspapers and magazines, students will discuss and identify the various types of careers and jobs they recognize as existing in the world of advertising.

4. Given tag board and marking pens, students will condense their discussion by forming groups and creating clusters of jobs in advertising. The results will be displayed on the bulletin board and discussion as to differences and similarities of the groups' findings will ensue.

5. Using tag board, colored pencils, stencils, and a dry-mounting press, students will use the booklet compiled earlier as a guide to creating their own examples of the various styles and motives of advertising. (Published pictures and print will be allowed in lieu of artistic talent.)

6. Each student, given the same access to materials, will choose a product of interest to him, based on his hobby or career ambitions. He will then compile a portfolio of advertisements on the assumption his portfolio will be presented to a prospective employer in the interest area he has chosen.

EVALUATION: The students portfolio was evaluated for quality and content.

RESOURCES:

Film: The Newspaper Industry
Campus Books Mini-Course printout
Micro-fishe reader and view deck
Dry Mount Press
Daily newspaper
Magazines
Tag Board
Construction Paper
Stencils
Colored Pencils
Laminating Tissue
Dry Mount Tissue
Scissors
Exacto Knives
Glue

COMMENTS:

Working with the visual aids and the materials was a pleasant experience for the students. Some picked up on techniques and currents in ads not only in the classroom, but from T.V. at home as well.

The most difficult concept to get across to the students and the one they had the most difficult time expressing in their own final work was the subtlties of the language, pictures and color used by advertisements. Only a few students were able to effectively recognize and effectively create their own "Hidden Persuaders".

TITLE: CHOOSING A CAREER

DEVELOPED BY: Bill Kelly

SUBJECT AREA: English

GRADE LEVEL: Grade Nine

ESTIMATED TIME INVOLVED: 1 Trimester

CAREER EDUCATION CLUSTER: (Varied - depending on students choice)

ELEMENTS OF CAREER EDUCATION:

1. Self Awareness
2. Decision-Making
3. Educational Awareness
4. Skill Awareness, Beginning Competence
5. Employability Skills

PROGRAM GOALS:

1. The student will build reality awareness perception of "where I am compared to where I want to be."
2. The student can analyze and refine previous career decisions based on counseling, work experience and all available information.
3. The student will determine a tentative personal schedule to acquire necessary and desired special skills.
4. The student will match necessary skills and processes with selected career clusters.
5. The student will understand the skills necessary to acquire, maintain and progress in employment.

COURSE GOALS:

1. The student will realize that now is the time to start choosing and planning one's life work.
2. The student is aware of his abilities that would be an advantage in his certain type of work.
3. The student will be realistic in choosing a profession that opens several choices to him, and pick one that will most likely lead him in the direction he would like to go.
4. The student will learn the necessary skills that will enable him to collect information, organize this information and write an english term project.

INSTRUCTIONAL GOALS:

1. The student will be aware of the importance in choosing and scheduling high school classes that will help him meet his long range goals.

2. The student will see the necessity of assessing his abilities and capabilities.

3. The student will be aware that research skills are valuable in nearly all occupations.

BEHAVIORAL OBJECTIVES:

1. The student will interview a resource person for job information.

2. The student will research a variety of material for job information.

3. The student will write an English project paper utilizing all resource materials.

LEARNING ACTIVITIES:

1. Each student will obtain an interview from a person in a similar field of the job he has chosen.

2. Each student will fill out a sheet answering the eleven questions from three other sources, using all resource material available. This source material should be put on note cards with:
   a. name of book.
   b. author
   c. page number
   d. copyright date
   e. city and state
   f. publishing company

   (This will aid the students in their bibliography and footnotes).

3. After the student has the interview and have assembled the note cards he will write a final paper following these steps:

   a. Get all separate sources together and arrange them according to questions e.g. salary - combine all four sources on salary and write a short summary. (Interviews should be most accurate as it is most recent information.)

      Students show how salary has increased through the years to its present level.

Learning activities continues..

b. Students footnote at the bottom of each page, explaining where each bit of information came from.

c. Students write a bibliography of "all" sources used.

d. Each student will write an informal one page paper explaining difficulties and experiences, encountered while doing the project, e.g. lack of information or source material, unable to get an interview or the topic was too recent.

EVALUATION: This project will be evaluation on orgainization, content, quality and quantity.

RESOURCES: Interview form (See page B-4)

Micro-Fische Reader and View Deck

Occupational Exploration Kit SRA

Occupational tapes from library

Dictionary of Occupational Titles, U.S. Dept. of Labor

Occupational Outlook Handbook, U.S. Dept. of Labor

Occupations and Careers, Greenleaf

Readers Guide for Magazines

Encyclopedias

Washington State Employment Security Office

Vertical file on occupations.

All pamphlets and booklets from library related to occupations.

COMMENTS: This project enabled the students to decide which traits and abilities are necessary for his occupation and helped him to form an opinion about himself. Many students found out that they did not have the academic, mechanical, clerical or communicative aptitudes necessary for the occupation they were interested in. They could then redirect themselves into the classes that would help them prepare for an area they were interested in.

TITLE: CHOOSING A CAREER

RESEARCH FORM

1. DESCRIPTION OF THE JOB:

2. TRAINING OR EDUCATION NECESSARY FOR THE JOB:

3. PHYSICAL ABILITIES OR MENTAL ABILITIES:

4. SPECIAL UNIFORMS OR TOOLS NECESSARY FOR THE JOB:

5. WORKING CONDITIONS:

6. HOURS OF WORK:

7. SALARY (By the job, hour, day, week, month or year):

8. FRINGE BENEFITS AND VACATIONS:

9. ADVANCEMENT:

10. EMPLOYMENT OPPORTUNITIES (area, state, country):

11. SELF SATISFACTION:

12. ADVANTAGES AND/OR DISADVANTAGES:

TITLE: GAINING INFORMATION ABOUT CAREERS THAT MATCH INDIVIDUAL INTERESTS AND ABILITIES

DEVELOPED BY: LaVerne Hiatt

SUBJECT AREA: ENGLISH

GRADE LEVEL: Grade 10

ESTIMATED TIME INVOLVED: 4 Weeks

CAREER EDUCATION CLUSTER: Not Applicable

ELEMENTS OF CAREER EDUCATION:
1. Appreciations and Attitudes
2. Skill Awareness, Beginning Competence
3. Career Awareness

PROGRAM GOALS:
1. The student understands the importance of all careers and their contribution to society.
2. The student can match individual abilities and interests with skills and processes needed in career clusters.
3. The student will identify necessary abilities required in selected career s.

COURSE GOALS:
1. The student is aware of the necessity of developing personal goals.
2. The student is aware of ways of assessing and matching his abilities and interests to a specific career of his choice.

INSTRUCTIONAL GOALS:
1. The student will learn about different occupations that are available to a person of his interest and abilities.
2. The student will learn how to act in an interview.
3. The student will learn how to write letters to request a job or to seek information.
4. The student will learn what is required to train for the career of his choice.

BEHAVIORAL OBJECTIVES:

1. The student will select at least three or four careers that interest him and he is capable of doing.

2. The student will interview a person and get the desired information from the interview.

3. The student will seek information by writing a letter to obtain information about training.

4. The student will list the training requirements for the career of his choice.

LEARNING ACTIVITIES:

1. The students will spend two weeks working with the Occupational Exploration Kit. They will select and read about several different occupations that interest them after using the OccuScan.

2. The students will practice interview skills during the third week. Discussion will center around how to act in an interview, what to say, what to wear, and other points.

3. Students practice interviews in class. This week's work will end with each student interviewing some person who works in a job in one of the areas he selected.

4. The fourth week will involve letter writing work, emphasizing writing letters of application and resumes. Letters will also be written to colleges and vocational schools about training for careers of student's choice.

5. Students wait two weeks to receive material from the school that trains for their career. Each student will write a short paper on the time, cost, requirements, high school background needed, and such on their jobs. Hopefully the students will also be able to include the outlook for future openings in their area.

6. Students then pass these papers round the class so that any student interested can also read about the other career training programs.

EVALUATION: Evaluation is made from material students present to the class from the interview. The information received in answer to their letters is also evaluated.

RESOURCES: Occupational Exploration Kit SRA

KNOW (Knowledge Needed to Obtain Work) SRA

Job applications and letters of application

COMMENTS: Learning activities # 3 and # 4 can be done for more than one career. A personal booklet on job information is kept by each student.

TITLE: FUNCTIONAL DEMOCRACY IN THE CLASSROOM

DEVELOPED BY: Hazel Edmondson

SUBJECT AREA: Civics and U.S. History

GRADE LEVEL: Grade 11

ESTIMATED TIME INVOLVED: 2 trimesters, daily

CAREER EDUCATION CLUSTER: Public Service

ELEMENTS OF CAREER EDUCATION:

1. Career Awareness

PROGRAM GOAL:

1. The student will identify necessary abilities and skills required in a selected career and correlate his abilities, skills and life ambitions with the requirements of selected careers.

COURSE GOAL:

1. The student will experience the difficulty of composing a viable constitution and administering it fairly for the class and instructor.

INSTRUCTIONAL GOALS:

1. The student will be aware of each office of government.
2. The student will understand how to administer each office with dignity and efficiency.
3. The student will be aware of the requirements of each office.
4. The student will evaluate the office as a possible career.

BEHAVIORAL OBJECTIVES:

1. The student will research each office of government.
2. The student will administer an office with dignity and efficiency.
3. The student will participate in running a functional democratic classroom.

LEARNING ACTIVITIES:

1. Students will research all offices of government.

2. Students will compose laws to be enacted for their classroom.

3. Students will then evaluate laws and compose the necessary amendments.

4. Students will campaign for offices they wish to fill prior to election day. They list their abilities and desire for the selected office.

5. Students conduct a fair election.

6. Each student will administer their office e.g. judge, prosecuting attorney, defense attorney, clerk bailiff, and police with dignity and efficiency.

7. The students will carry out all fines and punishments required by their constitution.

EVALUATION:

The students will evaluate their democracy on a regular basis. They will review their laws, their success and failures and make the necessary changes. The students will evaluate new experiences in the classroom e.g.

a. Conducting a classroom and being responsible for it.

b. Legislating some freedoms for students within the framework of school district regulations.

c. Have a teacher serve as an instructor and executive officer rather than a disciplinarian.

d. Working with a teacher rather than under a teacher.

RESOURCES:

Hartley, William H., Vincent, Wm. S., American Civics, Revised edition, Harcourt, Brace.

Leahy, Judge Laurence, A Handbook for Trial Jurors, Chelan County, Washington.

Chelan County Criminal Court, to observe court in session and question the judge after the trial.

COMMENTS:

This experience in democracy will be an integral part of the class each day with regular court days after each unit of study in U.S. History.

As a whole this experience in classroom democracy has worked well. Problem behavior of all types has been taken care of by the students - the usual late work, the student who habitually arrives late, class interruptions, etc.

The students appreciate the difficulty of serving as a policeman, writing tickets and serving them. Their attitude toward civil offices as a whole changes during the two trimesters. Most students attempt to correct bad behavior and habits.

TITLE:	EXPLORING CAREERS IN HOME ECONOMICS
DEVELOPED BY:	Helen Curley
SUBJECT AREA:	Vocational Home Economics (Introductory Course)
GRADE LEVEL:	Grades 9 and 10
ESTIMATED TIME INVOLVED:	4-6 Weeks
CAREER EDUCATION CLUSTER:	Consumer and Homemaking-Related Occupations

ELEMENTS OF CAREER EDUCATION:

1. Career Awareness
2. Decision-Making
3. Skill Awareness, Beginning Competency
4. Employability Skills

PROGRAM GOALS:

1. The student will study career clusters, based on understanding of interests, values and abilities.
2. The student will select a career cluster for an in-depth analysis.
3. The student will match individual abilities and interests with skills and processes needed in career clusters.
4. The student will understand the skills necessary to acquire, maintain and progress in employment.

COURSE GOAL:

1. The student will explore career opportunities in home economics-related jobs.

INSTRUCTIONAL GOALS:

1. The student will become aware of entry-level jobs available locally which utilize home economics skills and knowledge.
2. The student will develop an understanding of the procedures for locating a job, completing a job application, and conducting a job interview.
3. The student will be aware of specialized training and educational programs available leading to careers in home economics-related jobs.

BEHAVIORAL OBJECTIVES:

1. The student will view films, visit local businesses and industries, and listen to speakers representing specific careers to become aware of specific entry-level job opportunities and requirements.

2. The student will record the information gained on a job survey form to use for discussion and comparison of different job opportunities.

3. The student will explore ways to locate job vacancies, practice completing job applications, and role-play job interviews to gain an understanding of job seeking procedures.

4. The student will examine specific vocational programs to discover avenues which lead to Home Economics-related jobs and careers.

LEARNING ACTIVITIES:

1. View films showing specific jobs in career areas.

2. Listen to speakers representing specific careers and jobs.

3. Participate in field trips to various businesses and industries which offer Home Economics-related jobs.

4. Consult vocational and employment counselors to locate job vacancies.

5. Practice completing sample job application forms.

6. Role-play job interviews.

7. Consult school counselors to locate post-high school programs which will prepare them for specific jobs.

8. Research a specific job to determine requirements for employment and probably future opportunities.

EVALUATION:

1. Students will complete a career planning pre-test to discover what career knowledge they possess prior to beginning the course. The same test will be given following the course to determine the knowledge they have gained regarding career selection and planning.

2. Students will complete job surveys of businesses and indutries visited to record data relevant to specific jobs.

3. Students will complete job surveys of businesses which utilize their specific abilities and interests as a result of making personal inventories and job data surveys.

4. Students will successfully complete sample job applications and role-play job interviews to demonstrate an understanding of job seeking procedures.

5. Students will plan an educational program to lead to a specific Home Economics related career which best utilizes their abilities and interests.

RESOURCES: Films and filmstrips illustrating specific Home Economics related jobs (i.e. food services, food merchandising, interior decorating, child care services, family services, etc.)

"Conducting a Job Interview" J.C. Penney

Field Trips:
- Clothing manufacturer
- Retail grocery
- Bakery
- Meat processor
- Institutional kitchen
- Restaurant
- Retail clothing and home furnishing store
- Day care center

Guest Speakers:
- Professional chef
- Decorating consultant
- Clothing manufacturer
- Personnel director of retail store
- Nursery school director
- State employment security dept. representative
- Vocational counselor
- High School or college counselor

RESOURCES: Publications:

Occupational Outlook Handbook
College and Vocational School Catalogs
Brochures describing specific jobs and careers

Forms:

Application for Employment (Any large firm)
Application for Social Security Account Number

CAREER PRE-TEST
(Sample)

NAME_____

TRUE OR FALSE

_____1. Good career planning involves looking into several different occupations.

_____2. Except for the income it provides, a person's job has little influence on his way of life.

_____3. Most people do not need to begin career planning until their final year in high school.

_____4. There is only one "right job" for a person in terms of his abilities.

_____5. There is little one can do to get ready to choose a job except to see what's available when the time comes to choose.

_____6. The average American adult spends more waking time in work-related activities (including homemaking) than in any other activity.

_____7. Two persons with the same interests and abilities could be satisfied with jobs that are different.

_____8. The State Employment Service Office provides free information about job openings and job training programs.

_____9. Apprentices are paid while they learn.

_____10. Less than one-third of the students graduating from high school finish a 4-year college program.

_____11. Programs at 2-year community colleges are limited to students who want to transfer to 4-year colleges.

_____12. Less than one-third of all job openings require a college degree.

_____13. The English and math skills of freshmen are about the same from one college to another.

_____14. The unemployment rate of 20 year olds in the labor market is usually less than the rate for adults.

_____15. Few women work outside of the home after marriage.

_____16. Entering an occupation is the only way you can learn whether you might like it.

_____17. Most adults know by the end of high school which occupation they will be in when they are 40.

_____18. Most persons remain in the same job throughout their adult lives.

_____19. Jobs of equal benefit to the community have the same social standing.

_____20. The earlier one chooses his life's work the better.

_____21. Most people have the ability to do well in any job if they set their minds to it.

_____22. The typical man will hold more than four different full-time jobs during his lifetime.

MULTIPLE CHOICE: Choose the one best answer.

_____23. Which one of the following is the best way to begin career planning?

a. look at what is available on the job market
b. take tests to find out what you should do
c. consider what it is you want out of a job
d. read as many job descriptions as you can find

_____24. The Occupational Outlook Handbook gives information about all of the following except --

a. job entry requirements
b. average salaries in occupational fields
c. job openings in major cities
d. descriptions of job duties

_____25. Money for college may be provided by --
a. a scholarship or grant
b. a loan
c. a part-time job
d. any of the above

_____26. Which of the following is probably the best way for a person to find out whether he would like the work of a carpenter?
a. ask a counselor
b. talk to a building contractor
c. take a shop course in woodworking or carpentry
d. read articles about the building industry

_____27. Choosing a job is similar to choosing a marriage partner in that --
a. there is little you can do to prepare for either choice
b. how a person feels about the choice is important in both cases
c. there is only one right person and one right job for each of us
d. both choices are final

_____28. Ideally, which of the following should be most important in your career decisions?
a. what the job market is like
b. the decisions you have made before
c. what your parents did
d. what you want out of life

_____29. What will the labor force probably be like ten years from now?
a. most jobs will require four or more years of college
b. there will be fewer jobs for unskilled workers
c. there will be more jobs for high school dropouts than there are now
d. there will be fewer jobs for technical workers

_____30. Which one of the following best describes women in the labor force?
a. more women are choosing to remain in the home rather than work
b. a larger percent of women now hold "women's jobs" such as secretary and bank teller
c. more women are working at jobs which were once thought to be men's jobs
d. women now outnumber men on what used to be "men's job", for example drafting and law.

NAME _____

CAREER PLANNING ACTIVITIES PRE-TEST

DIRECTIONS: There is a lot involved in making career (educational and job) plans. For this reason, will you please indicate how often you have done each activity listed below. Use the following responses for each activity.

a. No I haven't done this or the time I spent on this is not worth noting.
b. Yes, I have done this but only once or twice.
c. Yes, I have done this several times.

_____1. Listened to a tape recording or saw slides, a movie, or a TV program about a job in which I was interested.

_____2. Discussed, in class, jobs related to the subject we were studying.

_____3. Talked with an adult (not in my family) about how he (she) came to be in his (her) job.

_____4. Compared two different jobs in terms of how satisfied I would be with them.

_____5. Read a job description from the school library or guidance office job files.

Talked (alone or in a group) with a counselor or teacher about --

_____6. How my goals interests, and abilities might relate to different kinds of jobs.

_____7. How jobs differ with respect to working conditions and fringe benefits.

_____8. How jobs differ with respect to rewards and satisfactions.

_____9. Education or job training after high school.

____10. Financing education or job training after high school.

____11. Wrote for materials describing jobs or educational programs.

____12. Took a tour through a local industry, business, hospital, or office to observe what the various jobs were like.

___13. Watched and talked with workers in jobs related to a school subject we were studying.

___14. Attended a "job fair" or "career day" where workers or employees talked about jobs.

___15. Took up a hobby or joined a group or club that was related to a job I was considering.

___16. Played a game or did an assignment in school in which I had to make education or work plans for some student.

___17. Took a course in school to find out what jobs related to it would be like.

___18. Took a course in school that studied several different types of jobs.

___19. Worked in a summer or part-time job related to an occupation I was considering.

___20. Took part in an actual or a practice interview.

___21. Filled out a job application form, for an actual job or for practice.

___22. Wrote a resume or summary sheet describing my job qualifications, education, work experience, etc.

___23. Enrolled in (or plan to take) high school courses that will prepare me for specific job after high school or for additional education.

___24. Thought about whether I should obtain some additional education or job skills after high school.

___25. Worked out a plan that will provide enough money for me to begin to do what I plan to do after high school.

NAME _____

TO THE STUDENT

This page may be removed from the activity guide and saved for future use. Throughout the remainder of this course, you will be given other assignments that can help you in choosing an occupation. By keeping all such projects together, you will have a compact, usable career file to which you can continue to add information about yourself and jobs.

2. Your first step in choosing a career is to discover what you like to do best. Listed below are some questions that will help you to identify your interests. Write your answers in the spaces provided.

   a. What are my favorite school subjects?

   b. What home chores or part-time work have I most enjoyed doing?

   c. What hobbies or other spare time activities do I like best?

   d. What clubs or other school activities interest me most?

   e. What are my favorite sports?

   f. What other special interest do I have?

Indicate by a check mark whether your list indicates that you would prefer working with:

_____1. things, such as tools, microscopes, or fabrics.

_____2. people, as might be the case if you like activities involving groups such as clubs, parties, or sports.

_____3. ideas, as expressed by an interest in art, science, or literature.

Continued from page D-10 (Home Economics)

3. You are most likely to achieve success in an occupation that makes the best use of your abilities. On the form below, list all of the things that you feel you can do well. You might begin by listing the school subjects in which you make your best marks. Your list of interests may suggest other abilities.

   Many of your abilities can be improved if you are willing to make the effort. In order to discover where improvement is needed, try rating each item on your list according to how well you do it by placing a check mark in one of the other columns.

MY SPECIAL ABILITIES	Improvement Needed		
	Much	Some	Little
a.			
b.			
c.			
d.			
e.			
f.			
g.			

The abilities I feel that I should try to develop further are:

_____

_____

These abilities are especially important ones to me because:

_____

_____

My plan for strengthening and improving these abilities is:

_____

_____

_____

LEARNING BY DOING

1. In the first column of the form below, list the courses you have taken and are now taking in high school as well as those you plan to take next year. Some of these courses will have special value for certain occupations. Others will be general in nature, being of value for everyone regardless of the kind of work he plans to do. After each course listed, write in the second column, the name of one or more occupations in which the worker would find such training particularly useful. If you think the course has general education value only, write "general" following it.

NAME OF COURSE	COURSE HAS SPECIAL VALUES FOR
Example: Mechanical drawing	Draftsman, toolmaker, engineer

NAME_____

PERSONAL DATA SHEET

Name: _____

Address: _____

Telephone Number: _____ Date: _____

PERSONAL INFORMATION

Age: _____ Birthdate: _____ Birthplace: _____

Height: _____ Weight: _____ Health: _____

EDUCATION

_____

_____

_____

_____

EXPERIENCE

_____

_____

_____

GENERAL INFORMATION

_____

_____

_____

REFERENCES

_____

_____

_____

_____

TITLE: CAREER DAY

DEVELOPED BY: Helen Curley

SUBJECT AREA: Home Economics (or any junior or senior high student group)

GRADE LEVEL: Grades 11 and/or 12

ESTIMATED TIME INVOLVED: 6 Weeks

CAREER EDUCATION CLUSTER: Varied (depending on resource persons available)

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness

PROGRAM GOALS:
1. The student will identify necessary abilities required in selected careers.
2. The student will reassess abilities, interests and attitudes according to selected career and life-style to determine further requirements needed.

COURSE GOALS:
1. The student will be aware of job opportunities, qualifications for employment and personal job benefits from seeing and hearing presentations by representatives from various careers.

INSTRUCTIONAL GOALS:
1. The student will understand the procedure for planning, organizing and executing a career day program.
2. The student will provide a choice of career presentation for other students to gain information about several potential jobs.

BEHAVIORAL OBJECTIVES:
1. The student will help plan, organize and execute a career day program for the entire student body.
2. The student will gain specific information about opportunities, employment requirements, and benefits available in various jobs and careers.

LEARNING ACTIVITIES:

1. Contact administration and faculty to schedule date and time for the career day program.
2. Contact community representatives of various jobs and careers to ascertain their interest and availability to serve as speakers or demonstrators.
3. Survey the student body to select their interest in particular jobs and careers. (To insure scheduling flexibility, have students select additional interests.)
4. Tabulate student selections to determine the number of sections of each presentation needed.
5. Schedule speakers into time periods and classrooms as needed.
6. Schedule students into particular sections, using their interest surveys. (Allow at least 2 weeks for this activity)
7. Return student schedules just prior to the career day date for individual student use.
8. Arrange for guides and hostesses for the guest speakers.
9. Confirm time and room arrangements with guest speakers.

EVALUATION:

1. The group involved in planning, organizing, and executing the program should orally evaluate the results to identify problem areas and possible follow-up activities.
2. Sample interviews or surveys of students attending presentations can be used to ascertain the appropriateness of careers or speakers chosen.

RESOURCES: Resource persons from the community as selected.

COMMENTS: Any class, club or organization could sponsor this type of activity.

This activity took place during 3rd, 4th and 5th periods. Each faculty member is involved as an assistant to the resource person utilizing his classroom.

TITLE: EXPLORING JOB OPPORTUNITIES IN THE CLOTHING AND TEXTILE FIELD

DEVELOPED BY: Merilyn O'Donnell

SUBJECT AREA: Advanced Clothing and Textile Class

GRADE LEVEL: Grades 10, 11 and 12

ESTIMATED TIME INVOLVED: 1 Trimester

CAREER EDUCATION CLUSTER:
Consumer and Homemaking Occupations
Personal Service Occupations

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness
2. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will assess abilities, interests and attitudes according to selected career and life-style.
2. The student will develop skills basic to the chosen career cluster.

COURSE GOALS:
1. The student will be aware of job opportunities in the clothing and textile field.
2. The student will have a realistic concept of job expectations and the basic training necessary for these occupations.

INSTRUCTIONAL GOALS:
1. The student will be better able to enter a chosen career in the clothing and textile area with some familiarity and preparation for this work.

BEHAVIORAL OBJECTIVES:
1. The student will identify the jobs available in the clothing and textile field especially in the immediate area.
2. The student will select those jobs suitable to his interests and capabilities.
3. The student will perform basic skills appropriate to the job.

LEARNING ACTIVITIES:

1. Students research job opportunities in the clothing and textile fields.

2. Field trips to view job opportunities and learn about the various aspects of all the jobs involved in the place of business, e.g., training required, requirements, benefits, hours, salary, etc.

3. Listen to resource person from fabric shop explain about the different fabrics and the fashion world.

4. Students practise sewing on different fabrics, e.g., pile, vinyl, nap, sheers, fake furs, etc.

EVALUATION: Class discussion, and participation in field trips and questioning of speakers.

RESOURCES:

1. Field trips:

   Fabric stores

   Clothing factory

   Retail clothing stores

   Fashion Agency

   Upholstery Shop

2. Resource Persons:

   Independent Seamstress

   Fabric store manager

3. Variety of fabric samples

4. Fashions & you Filmstrips - Visiual Aids

5. See and Sew Kit — Butterick, Inc.

6. All About Trimmings — Conaco Products, Inc.

TITLE: YOUR ENVIRONMENT

DEVELOPED BY: Millie Dirkes and Vivian Moss

SUBJECT AREA: Humanities

GRADE LEVEL: Grade 11

ESTIMATED TIME INVOLVED: 4 Weeks

CAREER EDUCATION CLUSTER: Environmental Control and Natural Resources Occupations.

ELEMENTS OF CAREER EDUCATION:

1. Decision-Making

PROGRAM GOAL:

1. The student will select a career cluster for an in-depth study.

COURSE GOALS:

1. The student is aware of the ecological problems of today and the consequences if no steps are taken to conserve our natural resources.
2. The student is aware of the possible solutions to these problems.

INSTRUCTIONAL GOALS:

1. The student will understand the causes, solutions, and the need for concern of ecological problems that face our area.
2. The student will be aware of the many job opportunities in the environmental control and natural resources field.

BEHAVIORAL OBJECTIVES:

1. The student will identify and define the major ecological problems.
2. The student will choose one of the subject areas (energy, pollution, land and water use, population, or animal life) and develop a project covering a problem or problems to present to the class by writing a paper, an oral presentation or making a notebook.

Behavioral objectives continued.

3. The student will choose 5 activities that would be compatible with the subject area.

4. The student will survey job opportunities in the ecological fields; choose one and develop a project according to the vocation sheet page A-3.

5. The student will compile a bibliography of all the material used for his project.

LEARNING ACTIVITIES:

1. Choose a subject area and develop a project covering the following information: problem definition, causes and abuses, possible solutions, present steps being taken and conclusion.

2. Research an ecological problem or problems in the local community, the local schools, the rural district, or the geographic area.

3. Write a letter to an editor regarding an ecological problem.

4. Present an ecological program in the elementary or middle school utilizing speeches, demonstrations, bulletin boards, slides or film strips or other.

5. Make a film strip or slide presentation.

6. Sponsor a poster contest --any school or grade level.

7. Distribute litter bags to car owners.

8. Make a presentation to a community group - clubs or organizations, etc.

9. Be responsible for a page in the school newspaper concerning ecology.

10. Contact the local newspaper and offer ecology news.

11. Form and/or participate in an Ecology Club.

12. Interview resource person - formulate a questionaire and write an interview.

13. Be responsible for a resource person to speak to the class - invite, make arrangements and introduce.

Learning activities cont.

14. Create an activity of your own.

Some of these activities may be done in a group and some will be limited to one group per class. The group or individual should get his bid in early for some of the above activities.

15. Each student is involved in a vocational project. This can be done on an individual basis or in small groups.

    a. Interview, if possible, a person involved in the job of your choice in the environmental or natural resources field.
    b. Make an index card on this job with information for filing.
    c. Make a filmstrip or notebook presenting all data concerning this type of vocation. Include job description, preparation for job (courses, schooling, experiences), job environment (salary, security, conditions), advantages and disadvantages and the future of the job.
    d. Make a bibliography of the materials used.
    e. Write a short account of why you became interested in this particular vocation.

EVALUATION:

1. Comparing initial paragraph to final paragraph.
2. Student effort and involvement.
3. Evidence of more awareness and concern for environment.
4. Students evaluation of own and others projects.

RESOURCES:

People and Places

Lumber and/or forest manager
Member of Audubon Society
Tree Fruit Research Center
Greyhound Bus Company
Aluminum Processing Plant
Dept. of Highways
Forest and Range Manager
Railway Line
State Representative
Member Planned Parenthood
City engineer
Power Commissioner
Entymologist
Rocky Reach Dam
Dept. of Fisheries
Game Department
Nursery Owner
State Senator
Natural Gas Firm

Resources continued.

BOOKS AND PAMPLETS:

Bates, M.	Man in Nature
Bruere, M.	Your Forest
Carson, R.	Edge of the Sea
Carson, R.	The Sea Around Us
Carson, R.	Silent Spring
Dubos, R.	So Human an Animal
Du Puy, J.	Nation's Forests
Ehrich, P.R.	Population Resources, Environment
Ellison, Vivian	The Body Breakers
Graham, F.	Since Silent Spring
Green, I.	Water Our Most Valuable Resource
Halacy, D.E.	Fabulous Fireball, The Story of Solar Energy
Harrison, C.	Conservationists
Harrison, C.	Conservation: The Challenge of Reclaiming Our Plundered Land
Hazard, J.	Living Forests
Kennedy, Edward	In Critical Condition
Laycock, G.	Diligent Destroyers
McLuhan, T.C.	Tough the Earth
Mellio, Terry	Ecology Primer
Nikolaieff, G.	Water Crisis
Neal H.	Nature"s Guardians
Pogner, D.	Conservation in America
Pringle, L.	Pests and People
Schiebel, M.	Unseen Enemy
Schwartz, Bert	Mist of Death
Sherman, Anthony	Our Wounded Land
Sorvall, V.	How Many are too Many
Sorvall, V.	The World's Exhaust
Sorvall, V.	Our Troubled Waters
Stadler, John	Eco Fiction
Storer, J.	Web of Life
Unexco	Use and Conservation of the Biosphere
Vance, B.	Biology and You
Wood, G.	Our Environment: How We Use and Control It

VOCATIONAL MATERIALS

Career Information Kit	SRA
Occupational Information Kit	SRA
Manpower and Natural Resource Kit	SRA
World of Work	ed. Kay Koschnick
Handbook of Job Facts	

Resources continued.

FILMS:

Endless Chain
Conservation
Conserving Our Forests Today
Conserving Our Wildlife Today
Dam Builders, The
Peace and Voices in the Wilderness
Sun's Energy
Water Resources
What in the World is Water
Before it's Too Late
Columbia River Environment
The Choice Will Be Yours
Endless Search
Last Frontier
Nuclear Power and Environment
So Little Time
Something In The Air
They Will Survive
To Clear the Air
To Conserve and Protect
Toward a Better Environment
Trouble With Trash
Two For Fox-Two For Crow
Water Bill U.S.A.

FILMSTRIPS:

Ecology Singer SVE
six filmstrips with cassettes

TITLE: CHRISTMAS IN AMERICA (A Christmas Party for Senior Citizens)

DEVELOPED BY: Millie Dirkes and Vivian Moss

SUBJECT AREA: Humanities

GRADE LEVEL: Grade 11

ESTIMATED TIME INVOLVED: One Week

CAREER EDUCATION CLUSTER: Hospitality and Recreational Occupations

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Self Awareness
3. Appreciation and Attitudes

PROGRAM GOALS:
1. The student will develop personal and social inter-action skills.
2. The student will develop self perception of abilities and interests.
3. The student will understand the importance of each individual in the function of society.

COURSE GOALS:
1. The student will be aware that the Senior Citizens are a vital group in society and have individual differences.
2. The student will realize the personal satisfaction of community service.

INSTRUCTIONAL GOALS:
1. The student is aware of the need for planning and organization of a project.
2. The student is aware of the need for a cooperative group for a successful project.
3. The student will recognize that Senior Citizens have different interests, abilities and physical capabilities and cannot be stereotyped.

BEHAVIORAL OBJECTIVES:

1. The student will research the various Christmas customs practiced in the United States.
2. The student will identify and compare the heritage of the Christmas customs of the New England, Southwest, Central and Southern States.
3. The student will organize and execute a Christmas party for the Senior Citizen Club.

LEARNING ACTIVITIES:

1. Write a skit to illustrate the Christmas customs of one area in the United States.
2. Make a gift using scrap materials.
3. Plan and prepare Christmas foods.
4. Design a program cover relating to Christmas in America.
5. Arrange appropriate table settings for serving refreshments.
6. Design and make name tags for the senior citizens and for the students.
7. Be responsible for escorting a senior citizen during the party.
8. Write an invitation to the senior citizens.
9. Take part in a presentation in the Christmas program.
10. Serve on the clean up committee.
11. Serve on the hospitalitiy committee.
12. Prepare a selection for the Christmas program.

EVALUATION:

1. Write a paper that compares the Christmas customs of the various areas in the United States.
2. Guage the response of the seniors citizens.
3. Student discussion appraising the total project.

RESOURCES:

Course textbooks

Available books on customs and holidays

Ingredients for refreshments

Materials for art work

COMMENTS: Two 2 hour classes in humanities combined to work on this project. It was an especially high interest project for the students and changed many attitudes about senior citizens that the students had. It also gave the senior citizens an opportunity to interact with younger people

TITLE: JOB VISITATIONS

DEVELOPED BY. Gary Carlton and Carol Loudon

SUBJECT AREA: Humanities

GRADE LEVEL: Grade 12

ESTIMATED TIME INVOLVED: On-going all year

CAREER EDUCATION CLUSTER: Varied (depending on student's choice)

ELEMENTS OF CAREER EDUCATION:
1. Appreciations and Attitudes
2. Decision-Making
3. Career Awareness

PROGRAM GOALS:
1. The student will make a commitment to the selection of a career based on individual attitudes, values and education.
2. The student will choose a tentative career.
3. The student will identify necessary abilities required in the selected career.

COURSE GOALS:
1. The student will examine specific professions or occupations.
2. The student will determine if the career he has chosen is one which he wishes to pursue.

INSTRUCTIONAL GOALS:
1. The student is aware of all aspects of a chosen specific job :
   a. job placement
   b. prior education or training
   c. fringe benefits
   d. financial rewards
   e. personal involvement
   f. time involved

BEHAVIORAL OBJECTIVES:

1. The student accepts responsibility of arranging for transportation, displaying acceptable behavior and arranging free time from classes.
2. The student will research a specific chosen job.
3. The student will spend a full working day in the area of his interest.
4. The student will compile a final written evaluation.
5. The student will evaluate the program and explain his personal visitation in an open seminar.
6. The student will re-evaluate and then formulate his own attitudes toward the chosen area.

LEARNING ACTIVITIES:

1. Each student will choose an area for a job visitation.
2. Parental permission obtained. (See attached letter)
3. Phone or personal contact to local and area business/professional people to arrange visitation date and time.
4. Students research chosen occupation using the library and counselor's office.
5. Students receive permission to be absent from other classes the day of the visit.
6. Write a written report about experience and turn in.
7. Teacher-student conference about the experience.
8. Seminar evaluation at end of project.

EVALUATION: Evaluation will be based on the written report, the student/teacher conference and the seminar participation. Also the employers appraisal of program will be considered.

RESOURCES:

Community

High School Library

Occupational guidebooks

Card File of Activities

COMMENTS: The response of the public was vaforable. They were more than willing to cooperate. It is necessary to explain the complete program to the faculty as each student will miss one or two days of school.

SAMPLE LETTER TO PARENTS

Dear Parents:

A new career awareness program, introduced in the Senior Humanities classes recently, will allow any senior to acquire on-the-job experience in an occupation that interests him.

In the following months of the school year, a senior may spend up to two days watching and working at a job he may later want to pursue as a career.

In order to allow your son or daughter to participate in this program, parental permission is needed. Please sign this paper giving your permission for abscence from school and permission for providing own transportation to the chosen job experience.

Please discuss with your son or daughter their individual plans.

Cordially yours,

Carol Loudon
Gary Carleton
Senior Humanities Class

_____
Parents Signature

TITLE: EXPLORING INDUSTRIAL CAREERS

DEVELOPED BY: Richard Ryan

SUBJECT AREA: Industrial Arts

GRADE LEVEL: Grade 9

ESTIMATED TIME INVOLVED: 4 periods

CAREER EDUCATION CLUSTER: Manufacturing Occupations and Construction Occupations

ELEMENTS OF CAREER EDUCATION:

1. Skill Awareness, Beginning Competence

PROGRAM GOAL:

1. The student will match necessary skills and processes with selected career clusters.

COURSE GOALS:

1. The student will develop a basic awareness to many industrial careers.

INSTRUCTIONAL GOAL:

1. The student will explore 1 industrial career and share that knowledge with the class.

BEHAVIORAL OBJECTIVES:

1. The student will choose a career from the Career Kit that meets his interests.
2. The student will discover the training necessary for his career.
3. The student will see the outlook for future jobs.
4. The student will discover the working conditions.
5. The student will discover the salary of selected job.
6. The student will give an oral presentation on the career.
7. The student will answer questions from classmates upon completion of presentation.

LEARNING ACTIVITIES:

1. Each student will choose a career from the Career Kit that he is interested in exploring.
2. He will then make an oral presentation of the career presenting the training, job outlook, salary, advancement and working conditions to the class.
3. The student will answer questions the other students ask regarding the career he researched.

EVALUATION:

Discuss in large group the careers that sound most interesting to the group.

RESOURCES:

Industrial Careers Kit
Careers, Inc.

COMMENTS:

This project is an introduction to students in Indutrial Arts Class to the many occupations available to persons with a background in Industrial Arts.

TITLE: WORKING WITH BRICKS AND MORTAR

DEVELOPED BY: Richard Ryan

SUBJECT AREA: Carpentry

GRADE LEVEL Grades 11 and 12

ESTIMATED TIME INVOLVED: 1 Week

CAREER EDUCATION CLUSTER: Contruction Occupations

ELEMENTS OF CAREER EDUCATION:
1. Skill Awareness, Beginning Competence

PROGRAM GOAL:
1. The student will develop skills basic to chosen career cluster.

COURSE GOAL:
1. The student will learn how to mix mortar, spread bed joints and butter head joints.

INSTRUCTIONAL GOALS:
1. The student will be aware of how to construct a three-course brick wall
2. The student will utilize the Dart Projector and Units 2801 and 2802.

BEHAVIORAL OBJECTIVE:
1. The student standing in front of his work stand with a trowel, a brick and a small amount of practice mortar within easy reach will be able to demonstrate that he can do the following:
   a. In his own words, tell how to mix practice mortar.
   b. Show how to hold a trowel correctly.
   c. Show how to spread a bed joint.
   d. Will show how to furrow the bed joint.
   e. Demonstrate how to butter a head joint.

LEARNING ACTIVITIES:

1. The student will mix mortar

   a. Pour 3 gallon cans of sand into mortar pan.

   b. Spread 1 gallon can of lime over and mix sand and lime together with mortar hoe.

   c. Pour 1 gallon can of water into mortar pan and mix the water and sand-lime combination together with the mortar hoe.

2. Hold the trowel by handle with thumb on top of the ferrule and index finger on bottom of the ferrule.

3. Spread head joint.

   a. Pick up trowel full of mortar.

   b. Set the mortar on the trowel with a snap of the wrist.

   c. Turn the trowel on its side and quickly pull it across the work stand spreading the mortar.

4. Furrow the bed joint just spread, and turn the trowel upside down and place its point in the bed, then starting at one end, pull the trowel through the center of the other end of the bed joint.

5. Cut off the excess mortar on the front side of the bed joint.

   a. Place one edge of the trowel against the front side of the bed joint.

   b. Push the trowel forward, the length of the bed joint, to remove excess mortar.

6. Pick up brick and butter a head joint.

   a. Pick up a small amount of mortar with the point of the trowel.

   b. Set the mortar on the trowel with a quick snap of wrist.

   c. Hold the brick in an upright position.

   d. Roll trowel on its side and chop the mortar onto the end of the brick.

EVALUATION: The student will have constructed a three-course brick wall.

RESOURCES: Dart Model B Projector - Tomahawk Corperation

2801 Brick Laying Lesson I

2802 Brick Laying Lesson II

1 one gallon can

3 gallons of sand

1 gallon masonry lime

1 gallon of water

11 unfinished, common bricks

2 brick bats

1 10" narrow heel brick masons trowel

1 mortar hoe

1 metal mortar pan

1 work stand

TITLE: A CAREER IN ARCHITECTURE

DEVELOPED BY: Richard Ryan

SUBJECT AREA: Architectural Drafting

GRADE LEVEL: Grades 10, 11 and 12

ESTIMATED TIME INVOLVED: 1 Trimester

CAREER EDUCATION CLUSTER: Construction Occupations

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness
2. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will identify the necessary abilities and skills required in selected career.
2. The student will develop skills basic to the chosen career.

COURSE GOAL:
1. The student will gain an understanding and knowledge of an architects duties and training.

INSTRUCTIONAL GOAL:
L. The student will be aware of the field of architecture.

BEHAVIORAL OBJECTIVES:
1. The student will identify the training needed to become an architect.
2. The student will compare his interests, abilities and skills to those needed by an architect.

LEARNING ACTIVITIES:
1. The student will make a set of house plans.
2. The student will use the blue print machine to make blue prints.
3. The student will listen to the tape A Career In Architecture.

Learning Activities Continued.....

4. The student will visit a commercial architect firm.

5. The student will visit a residential architect firm.

EVALUATION: Evaluation will be made on the blueprints the students made.

Class discussion regarding skills needed to become an architect and comparing the requirements with the students' own interests, abilities and skills.

RESOURCES:

1. Tape recorder

2. Tape: A Career in Architecture, Hans Nuetzel, McGraw Hill

3. Book: Architectural Graphic Standards, Ramsey and Sleeper, Wiley and Sons.

TITLE: CONSTRUCTION OF COMFORT STATIONS FOR ORCHARD USE

DEVELOPED BY: George Kapral

SUBJECT AREA: Advanced Industrial Arts

GRADE LEVEL: Grades 11 and 12

ESTIMATED TIME INVOLVED: 4 Weeks

CAREER EDUCATION CLUSTER: Construction Occupations

ELEMENTS OF CAREER EDUCATION:

1. Employability Skills

PROGRAM GOALS:

1. The student will develop social and personal interaction skills related to in-depth study of one career.
2. The student will develop employability skills necessary for the anticipated job.

COURSE GOALS:

1. The student is aware of all aspects in the construction of a building.
2. The student is aware of the many jobs and skills involved in the construction of a building.

INSTRUCTIONAL GOALS:

1. The student experiences meeting people, planning, buying and selling a finished product.
2. The student comes in contact with the construction trade and realizes some problems a contractor or builder might have.

BEHAVIORAL OBJECTIVES:

1. The student will help plan and draw up a set of plans for a comfort station.
2. The student will help construct comfort stations.

LEARNING ACTIVITIES:

1. Students contact local orchardists to discuss various types and styles of comfort stations. The students and orchardists arrive at an idea to be used.
2. Students draw the exact plans, make blue prints and other necessary preparations. (Sometimes an architect or builder will help.)
3. Each student takes his plans to local lumber dealers and receives bids. When bids are completed the selection of materials is made.
4. Students work in groups of three to construct the buildings.

EVALUATION: Evaluation is made on participation in the group and the completed building.

RESOURCES: Building materials as needed.

COMMENTS: These comfort stations are constructed for the local orchardists at a cost under the retail price.

This same idea could be used to build concession stands, bus stop shelters, storage and/or tool sheds or any small building.

TITLE:	PUBLISHING CAREER CLASSROOM NEWS
DEVELOPED BY:	Vivian Moss
SUBJECT AREA:	Journalism
GRADE LEVEL:	Grades 11 and 12
ESTIMATED TIME INVOLVED:	Once a month during the school year
CAREER EDUCATION CLUSTER:	Communication and Media Occupations
ELEMENTS OF CAREER EDUCATION:	1. Skill awareness Beginning competence
PROGRAM GOAL:	1. The student will develop skills basic to chosen skill cluster.
COURSE GOAL:	1. The student is aware of the basic process of a printed publication.
INSTRUCTIONAL GOAL:	1. The student will be able to publish a segment of a news letter.
BEHAVIORAL OBJECTIVES:	1. The student will conduct interviews with the assigned teachers. 2. The student will write and edit articles for a career education newsletter with proficiency. 3. The student will type stencils and print pages for the newsletter. 4. The student will provide the finished pages to the career education office for inclusion in their career newsletter.

LEARNING ACTIVITIES:

1. Visit career office for background information and assignment.
2. Interview classroom teachers who are incorporating career education concepts into their regular curriculum.
3. Write articles about these career education activities.
4. Proof read and correct errors.
5. Justify articles.
6. Make up dummy pages.
7. Type stencils.
8. Mimeograph pages.
9. Deliver the pages to the Career Education Office.

RESOURCES: Journalism text

Materials for newsletter

EVALUATION: The evaluation was made on work efficiency, cooperation among the group and quality of finished product.

COMMENTS: This project was good as it gave the students an opportunity to do journalism work on something other than the school newspaper. It was also of great help to the Career Education Project staff in preparing and publishing their newsletter.

TITLE: PREPARING CATALOG CARDS FOR AN INSTRUCTIONAL MEDIA CENTER

DEVELOPED BY: Pat McLaren and Barbara Morrison

SUBJECT AREA: Advanced Typing - Library

GRADE LEVEL: Grades 11 and 12

TIME INVOLVED: Two weeks

CAREER EDUCATION CLUSTER:
Public Service Occupations
Business and Office Occupations

ELEMENTS OF CAREER EDUCATION: Appreciations and Attitudes, Career Awareness, Skill Awareness, Beginning Competence, Employability Skills.

PROGRAM GOALS:

1. The student will understand the importance of specific careers and their contributions to society.
2. The student will gain planned work experience.
3. The student will understand tools, and processes used in specific occupations.
4. The student will develop employability skills necessary for the anticipated job.

COURSE GOALS:

1. The student will develop an awareness and appreciation of the role of a librarian.
2. The student will be aware of the processes used in preparation of library materials.

INSTRUCTIONAL GOALS:

1. The student is aware of the various tasks performed by a librarian.
2. The student will understand tools and processes used in preparation of library catalog cards.
3. The student is aware of the typing skills needed to perform the tasks required of a librarian.
4. The student will realize that learned skills in library use are necessary in all life modes.

BEHAVIORAL OBJECTIVES:

1. The student will arrange the information taken from a title page of a book in proper order and form on catalog cards.

2. The student will demonstrate typing proficiency in the preparation of library catalog cards, book cards and pockets, using prepared worksheets for each book.

3. The student will identify the types of catalog cards.

LEARNING ACTIVITIES:

1. Students will listen to lecture by the librarian as to the importance of catalog cards in a media center and as they relate to the students' personal use.

2. Students will view a demonstration of the contents of catalog cards; book cards; and book pockets. (Resource - Large Prepared Catalog Card).

3. Students will be instructed in typing skills necessary for the preparation of catalog cards; i.e. spacing, error free; margins, tracings, proofreading. (Worksheet #1, #2 and #3)

4. Students will determine the contents of a catalog card using a specific title page. (Worksheet #5 and worksheet of title page of book)

5. Students will type a set of catalog cards using the above learned information. (Worksheet #6 and #7)

6. Students will check their own work against a master copy, noting and correcting their errors. (Worksheet #8)

7. Students who show a proficiency in the above exercises will put to use the skills learned by typing sets of catalog cards, books, book cards and book pockets using librarian-prepared work copies for books provided by the librarian.

8. Students will visit the Vale Elementary Media Center to view and discuss the shelf list, card catalog, selection aids and organization of the center.

EVALUATION:

1. Test - Student will use a title page or working copy to prepare a complete set of catalog cards, the book pocket and book card for a specific book. (See samples included)

   a. Test grade of an A will be given only if the student prepares the test using the title page and meets required standards.

   b. Test grade of a B will be given if student prepares the test using a working copy and meets required standards.

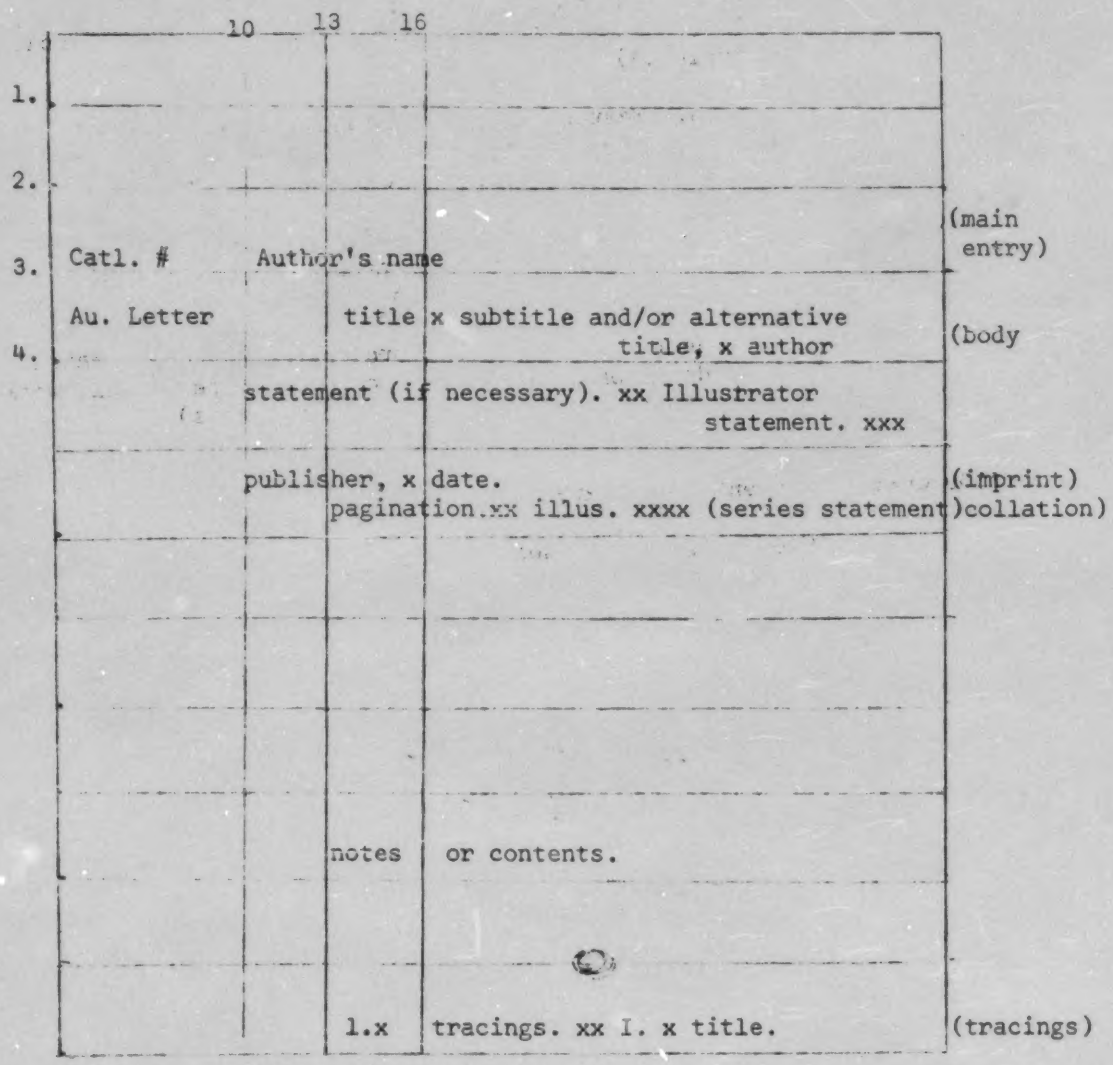
2. Students will keep a record of the number of catalog cards, book pockets and book cards typed. (All work is proofread and must be without errors).

RESOURCES: Elementary Library

Worksheets (included)

TITLE: PREPARING CATALOG CARDS FOR AN INSTRUCTIONAL MEDIA CENTER

WORKSHEET #1



1. Each x indicates one space.
2. One line between collation and notes.
3. At least one line between note and tracing.
4. In tracings - Arabic numberals for subjects.
   Joint author, illustrator and title use Roman numerals.

WORKSHEET # 3

CATALOG CARD

Fic Hays, Wilma Pitchford
Ha Little Lone Coyote. illus. by Wesley Dennis. Little, 1961
34p. illus.

1. Coyotes. 2. Animals-Stories.
1. Title.

BOOK POCKET

Fic Hays, Wilma Pitchford
Ha Little Lone Coyote.

BOOK CARD

Fic.
Hay
Hays, Wilma Pitchford
author
Little Lone Coyote
title

Date Due	BORROWER'S NAME

TITLE: PREPARING CATALOG CARDS FOR AN INSTRUCTIONAL MEDIA CENTER

WORKSHEET #5

(Working Copy)

	10	13	16	
1				
2				
3	398.2	Car	mer,	Elizabeth
4	Car			Pecos Bill and the long lasso,
				by Elizabeth and Carl Carmer. xx
				Illus. by Mimi Korach.xxxxGarrard,
				1968.
				32 p. xx illus.
				1.xFolklore - U.S.xxI.xTitle.

Follett, 1971 3.25

WORKSHEET #6

A set of catalog cards includes:

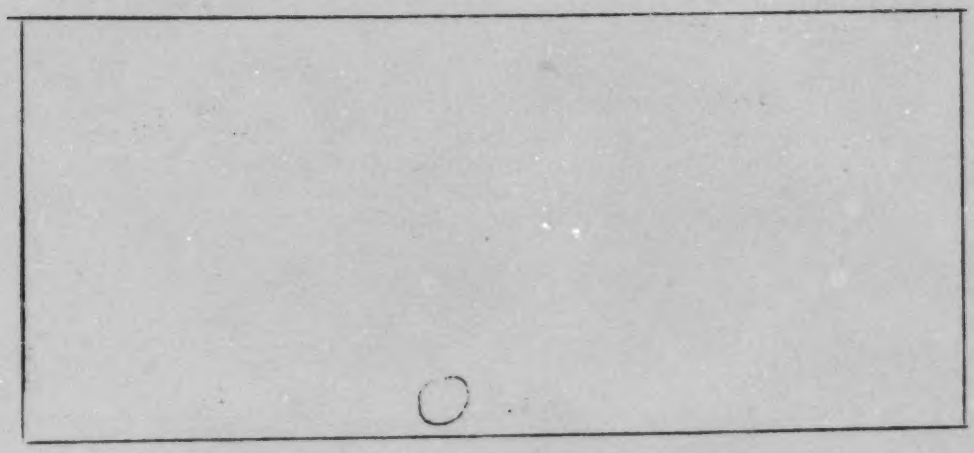
1. MAIN ENTRY OR AUTHOR CARD (Type one)
   The basic catalog card, usually the author entry, giving all the information necessary to the complete identification of a work. This entry bears also the tracing of all the other headings under which the work in question is entered in the catalog.
   Follow the form written by the person cataloging the book, leaving off the added information at top and bottom of paper.

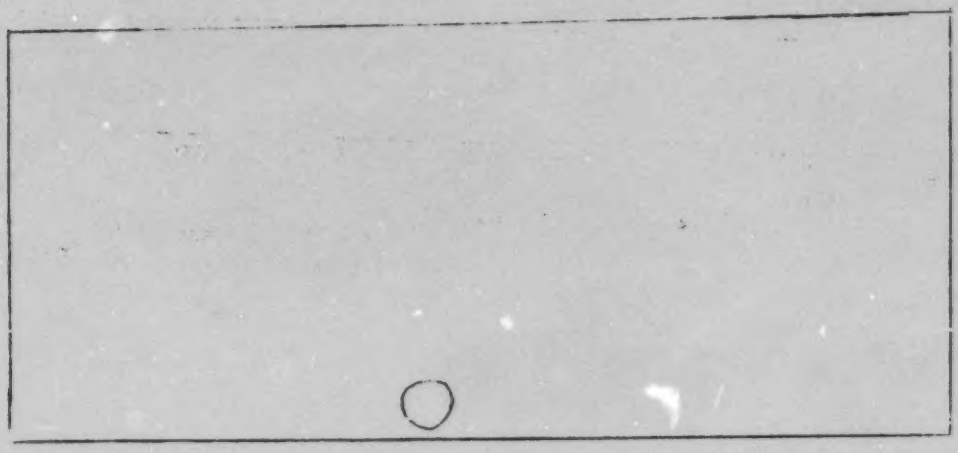
2. TITLE CARD (Type one)
   Use the basic form as the main entry card except it does not need to include the tracings.
   The title is included at the second indention, 1 1/2 lines from the top of the card.

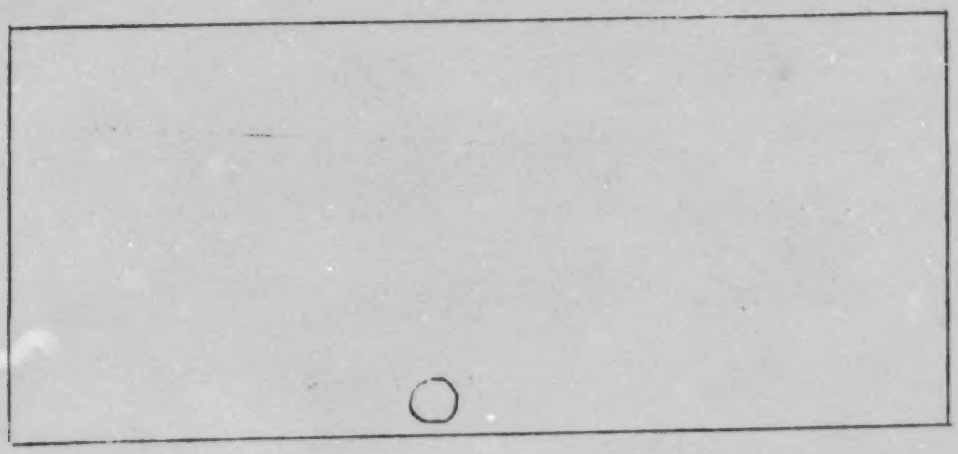
3. SUBJECT CARD (Type as many as indicated)
   Use the basic form as the main entry card except it does not need to include the tracings.
   The subject is included in ALL CAPS at the second indention, 1 1/2 lines from the top of the card.

4. SHELF LIST CARD
   Use the basic form as the main entry it does not need to include the contents or notes, but MUST include tracings. You add to the bottom of this card the extra information written on the catalog form slip, i.e. Jobber, date, price, location.

WORKSHEET #7







WORKSHEET #8

MAIN ENTRY

398.2 Carmer, Elizabeth
Pecos Bill and the long lasso, by Elizabeth and Carl Carmer. Illus. by Mimi Korach.
Garrard, 1968
32p. illus.

1. Folklore-U.S I. Title.

TITLE

Pecos Bill and the long lasso

398.2 Carmer, Elizabeth
Pecos Bill and the long lasso, by Elizabeth and Carl Carmer. Illus. by Mimi Korach. Garrard, 1968
32 p. illus.

Library A-10

WORKSHEET #9

SUBJECT

FOLKLORE - U.S.

398.2 Car
Carmer, Elizabeth
Pecos Bill and the long lasso, by Elizabeth and Carl Carmer. Illus. by Mimi Korach.
Garrard, 1968
32. illus.

SHELF LIST

398.2 Car
Carmer, Elizabeth
Pecos Bill and the long lasso, by Elizabeth and Carl Carmer Illus. by Mimi Korach,
Garrard, 1968
32 p. illus.

1. Folklore-U.S. I. Title.

Follett, 1971 3.25

TITLE: PREPARING CATALOG CARDS FOR AN INSTRUCTIONAL MEDIA CENTER

TEST A

The author presents an accurate description of various guns as well as correct handling procedures.

THE BOY'S BOOK OF GUN

HANDLING

BY RICHARD ALDEN KNIGHT

PHOTOS BY PODY

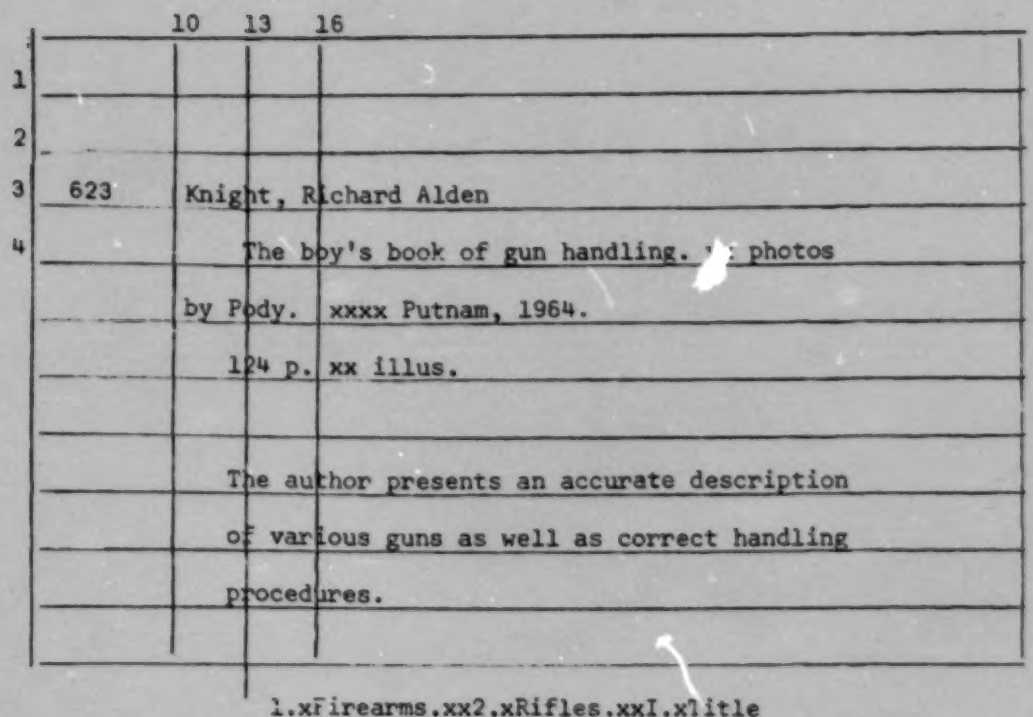
G.P. PUTNAM'S SONS - NEW YORK,
COPYRIGTH 1964. 124 pages

---

1. The call number is 623
   Kni
2. The subjects are: Firearms and rifles.
3. I got the book in 1971 from Follett and paid $3.49.
4. It will be placed in the annex library.

TITLE: PREPARING CATALOG CARDS FOR AN INSTRUCTIONAL MEDIA CENTER

TEST B


10 13 16
623 Knight, Richard Alden
The boy's book of gun handling. [illegible] photos
by Pody. xxxx Putnam, 1964.
124 p. xx illus.
The author presents an accurate description
of various guns as well as correct handling
procedures.
1.xFirearms.xx2.xRifles.xxI.xTitle

Follett, 1971 3.49

Library A-13

TITLE: MATHEMATICS REQUIREMENTS RELATED TO CERTAIN CAREERS

DEVELOPED BY: Ken Brooks

SUBJECT AREA: Mathematics

GRADE LEVEL: Grade 9

ESTIMATED TIME INVOLVED: 1 Week

CAREER EDUCATION CLUSTER: Varied (depending on student choice)

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness
2. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will study career clusters based on understanding of interests, values and abilities.
2. The student will match necessary skills, processes and interests with selected career clusters.

COURSE GOALS:
1. The student is aware of the math which is desireable or required for a specific career of his choice.
2. The student is aware of which careers,that are interesting to him, are available if he should terminate the study of math with 9th grade general math.
3. The student is aware of what additional math will be necessary or desireable to achieve his goals related to a career of his choice.

INSTRUCTIONAL GOAL:
1. The student will develop an awareness of the necessity to look deeper into the requirements of his selected careers, especially math requirements.

BEHAVIORAL OBJECTIVES:
1. The student will research several careers interesting to him in relationship to math requirements.
2. The student will interview prospective employers to determine what level of math is required or desireable for specific jobs.

LEARNING ACTIVITIES:

1. The students will each choose a career or careers which they are interested in. They then discover what careers are closely related.

2. Students develop a job cluster including this career or careers.

3. Research sources of information which reveal the level of math which is desireable or required by most employers in this field.

4. Interview prospective employers if available in the community to determine what knowledge of math is desirable or required.

5. Relate findings to the personal situation of the students.

6. Present findings to the class in the form of a paper, descriptive poster or class discussion.

EVALUATION: Evaluation will be made on the students paper, poster or discussion.

RESOURCES:

Occupational Outlook Handbook, U.S. Dept. of Labor

Dictionary of Occupational Titles, U.S. Dept. of Labor

Occupational Exploration Kit, SRA

A Guide to Apprenticeship Opportunities in the State of Washington, Coordinating Council of Occupational Education

Books, pamphlets and bulletins from the Media Resource Center at the high school.

TITLE: CONSUMER MATH

DEVELOPED BY: Bob Bullis

SUBJECT AREA: Mathematics

GRADE LEVEL: Grades 11 and 12

ESTIMATED TIME INVOLVED: 1 Week

CAREER EDUCATION CLUSTERS: Construction, Consumer and Homemaking Occupations and Business and Office Occupations

ELEMENTS OF CAREER EDUCATION:
1. Career Awareness
2. Skill Awareness, Beginning Competence

PROGRAM GOALS:
1. The student will identify necessary abilities required in selected careers.
2. The student will develop skills basic to the chosen career cluster.

COURSE GOALS:
1. The student will understand that many occupations are involved in the building and finishing of a house.
2. The student will understand that different skills and abilities are required in the building of a house.

INSTRUCTIONAL GOAL:
1. The student is aware that mathematic skills are required for occupations in the construction, consumer and homemaking and business and office clusters.

BEHAVIORAL OBJECTIVES:
1. The student will work out scale drawings for rooms of a house.
2. The student will figure the cost for finishing several rooms in a house.
3. The student will figure the total cost and compute interest and time payments for the purchase of a home.

LEARNING ACTIVITIES:

1. The student will act as the contractor or salesman and figure costs on separate sheets for the following:

   a. Scale drawing of house according to given dimensions with doors and windows. Figure floor space area, wall and ceiling area.

   b. Carpet living room, hallway and three bedrooms. Figure and label each room separately.

   c. Tile or linoleum the kitchen and bathroom.

   d. Figure paint for all walls and ceilings; amount of paint and cost.

   e. Figure type of roofing and cost of roofing.

   f. Figure wall paneling for living room and dinette.

   g. Figure cost for drapes for living room and dinette and curtains for all other windows.

   h. Figure total cost and borrow money from a bank at 8 1/2% interest. Compute the payment schedule.

EVALUATION: Each activity was graded separately. Students must re-do until correct. Final project was graded.

RESOURCES: Sears Roebuck catalog for prices.

COMMENTS: Specific dimensions were given for the house. The student had to figure the amount of materials needed and then look up prices in the catalog. Each activity was done on a separate sheet of paper and had to be re-done until correct. Item # H was figured at a declining balance on interest at .7% per month and paid off at $125.00 per month. The students then figured the entire payment scale.

TITLE: THE MATHEMATICS OF INDIRECT LINEAR MEASURE WITH CAREER AWARENESS EMPHASIS

DEVELOPED BT: Allen T. Adamson

SUBJECT AREA: Mathematics

GRADE LEVEL: Grade 9

ESTIMATED TIME INVOLVED: 2 Weeks

CAREER EDUCATION CLUSTER: Varied (depending on student choice)

ELEMENTS OF CAREER EDUCATION:
1. Skill Awareness, Beginning Competence

PROGRAM GOAL:
1. The student will match necessary skills and processes with selected career clusters.

COURSE GOAL:
1. The student will understand the fundamental operations of addition, subtraction, multiplication and division of whole numbers and the process of arithmetic fractions into decimal fractions as related to careers which employ the use of indirect measurement.

INSTRUCTIONAL GOALS:
1. The student will develop a greater awareness of the dependency of certain careers upon basic mathematical concepts on the part of the students.
2. The student will be motivated in the basic mathematics of similar figures, ratio and proportion.

BEHAVIORAL OBJECTIVES:
1. The student will understand the meaning of similar polygons.
2. The student will practise the skills of precise linear measurement.
3. The student will use simple ratios in the construction of maps, plans and blueprints.
4. The student will correctly read and interpret maps, plans and blueprints.
5. The stuent will see the practical applications of indirect measurement to various careers.

LEARNING ACTIVITIES:

Physical Student Activities:

1. Linear measure of objects.
2. Angular measurements.
3. Construction of similar figures.
4. Hands on operation of the transit and/or level.
5. Construction of maps and building plans.
6. Visits to sites where occupations are utilizing indirect measurement in their work.
7. Production of posters and bulletin boards showing the usefulness of indirect measurement in specific areas.

Non-physical Student Activities:

1. Watching motion pictures of historical approaches to indirect measure, the uses of indirect measure and areas of occpuations involved with indirect measure.
2. Review of problems related to simple ratios and proportions.
3. Listening to and questioning of resource people from various occupations, including but not limited to the following:

Art	Ballistics
Music	Blue Print Reading
Carpentry	Engineering
Plumbing	Interior Decoration
Electrical	Architecture
Surveying	Mechanics
Navigation	Forestry
Astronomy	Lumbering

4. Research in library materials on indirect measurement projects, historical applications and historical breakthroughs and discoveries.

EVALUATION:

1. Post testing on fundamentals and definitions.
2. Oral Reports.
3. Demonstrations.

RESOURCES:

Road maps

Building plans

Transit, chain and level

Rulers and protractors

Films

Text books and printed resource materials from the Media Resource Center at the high school

TITLE: CAREER POSSIBILITIES IN MUSIC AND RELATED FIELDS

DEVELOPED BY: Larry A. Johnson

SUBJECT AREA: Band

GRADE LEVEL: Grades 9, 10, 11 and 12

ESTIMATED TIME INVOLVED: On going all year

CAREER EDUCATION CLUSTER: Fine Arts and the Humanities

ELEMENTS OF CAREER EDUCATION:

1. Appreciations and Attitudes
2. Career Awareness
3. Employability Skills

PROGRAM GOALS:

1. The student understands the importance of all careers and their contribution to society.
2. The student will explore the career clusters in depth based on iterests, values and abilities.
3. The student will understand the skills necessary to acquire, maintain and progress in employment.

COURSE GOALS:

1. The student will realize that school is a preparation for life's work.
2. The student understands the importance of learning the best directions to channel himself according to his own strengths, weaknesses, potentials and preferences.
3. The student is aware of the many occupations in music and related fields.
4. The student is aware of the value of music in his leisure time activities.

INSTRUCTIONAL GOALS:

1. The student will gain a positive attitude toward career planning and preparation.
2. The student will become acquainted with job opportunities in music.
3. The student will acquire information regarding the prerequisite skills, knowledge and background needed for various careers in music and related fields.
4. The student will understand and appreciate the scope and depth of music.
5. The student will be aware of the skills necessary for performance proficiencies.

BEHAVIORAL OBJECTIVES:

1. The student will identify the job opportunities in music.
2. The student will identify the prerequisite skills and training needed for various careers in music and related fields.
3. The student will develop skills leading to performance proficiencies.

LEARNING ACTIVITIES:

1. Pre-test. (See Mus. A-4)
2. Brief sessions with the band teacher and community resource people providing information, explaining and describing in the areas of music careers in publishing, manufacturing, instrument repair, retail sales, recording, teaching and performance. This information is acquired by directly questioning people in these fields.
3. Resource people available in the area are contacted to spend some time with the band classes: piano tuner, musical instrument repairman, professional performer, representative of the recording industry, retail store dealer or salesman, disc jockey, composer and teachers.
4. Students research materials available in the library and band room for additional information.
5. Post test. (See Mus. A-9 and 10)

EVALUATION: The post test at the end of the school year will be compared to the pre test given the first week of school to check the degree of success in achieving the objectives.

Evaluation will also be made on the student interest and achievement level and specific skills learned during the school year.

RESOURCES: Journal of the MENC

Variuos pamphlets and booklets related to music occupations.

The Music/Record Career Handbook, Joseph Csida, First Place Music Publications.

Careers in Music Series, cassette tapes, Alfred Publ.

Resource Persons:

Piano tuner	Instrument repairman
Electronic specialist	Private music teacher
College music teacher	Choir director
Band director	Elementary school specialist
Composer	Symphony performer
Dance band performer	Musician Union Representative
Record store owner	Retail owner or salesman
Disc jockey	Church musician
Military recruiter	Recording Co. Representative

COMMENTS: The activities were incidental to the regular class work, in short segments throughout the school year.

TITLE: CAREER POSSIBILITIES IN MUSIC AND RELATED FIELDS

(Sample Test)

PRETEST: To be given at the beginning of the 1973-74 year during the first week of school in September.

NAME_____

1. What are your plans for when you get out of high school?

   _____

2. Are you interested in music as a hobby or as a possible career?

   Hobby_____ Career_____

3. List all the jobs and careers in music that you can think of. In the space at the right check those that you would like to know more about.

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

4. What can you learn in band that will help prepare you for a possible career in music or some related field?

TITLE: CAREER POSSIBILITIES IN MUSIC AND RELATED FIELDS

(Sample Letter to Resource Person)

Dear _____:

In your presentation at Cashmere HIgh School I would like you to keep in mind the following general goals:

(1) Keep it informal, relaxed and open for student questions.
(2) Emphasize the positive aspects of your work.
(3) Tell students where they can go for further information.
(4) Tell the students what they can learn in band class that will help prepare for this career.

Please try to answer these questions as you proceed:

(1) Did interest in music lead you to this career?
(2) How did you get started in this career?
(3) What training did you receive before entering this field?
(4) What training did you receive after entering this field?
(5) What are the working conditions?
Hours? Salary? Promotions? Other?
(6) What do you particularly like about your work?
(7) Do you know of any related or similar fields?
(8) Is this field open to both men and women?
(9) What is your opinion of employment opportunities in this field for the future?

Our purpose is to interest the students in career possibilities and to make them more aware of the various fields related to music.

You may have other ideas that will help in promoting these objectives. Feel free to use them.

I will be expecting you at Cashmere High School on (date) _____ (time) _____ in the music room. Normally we expect about 30 to 45 minutes for your presentation.

Sincerely,

Larry Johnson
Music Teacher

TITLE: CAREER POSSIBILITIES IN MUSIC AND RELATED FIELDS

(Sample Letter to Music Firms)

Dear Sirs:

We are introducing a "Career Awareness" project throughout the curriculum, grades K-12, in the Cashmere School District. The idea is to acquaint students with career possibilities and the type of background, interests and training needed to prepare for future careers.

Since my field is music teaching I am looking for information and materials to help students in music and related fields.

Enclosed is a questionnaire. It contains some questions that I have considered. Perhaps I have omitted some that you think would be appropriate. I would appreciate very much any help that you can give me by answering these questions, providing other information that you might think pertinent, and sending any materials that you think would be helpful.

Please send these to me at your earliest convenience.

Larry Johnson, Music Teacher
Cashmere High School
Tigner Road
Cashmere, Washington 98815

Thank you for your help in this matter.

Sincerely,

Larry Johnson
Music Teacher

TITLE: CAREER POSSIBILITIES IN MUSIC AND RELATED FIELDS

(Sample Questionnaire to Music Firms)

Please fill out this form and return to: Larry Johnson, Music Teacher, Cashmere High School, Tigner Road, Cashmere, WA 98815.

1. This information has been supplied by _____, (Name of Person)

_____, _____, _____, (Title) (Name of Firm) (Address)

2. For more information about careers in music or related fields contact the following sources:

_____

_____

_____

_____

3. For more precise information on the jobs listed on the enclosed form (salary, working conditions, promotion opportunities etc.) contact:

_____

_____

4. The following additional information may be useful for your career program.

_____

_____

_____

_____

_____

_____

(SAMPLE QUESTIONNAIRE)

JOBS LISTED BELOW ARE REGULAR JOBS IN THIS BUSINESS AND PERTAIN SOME WAY TO MUSIC

School Musical hing and experience (check one) IRED	USEFUL	NOT NEEDED	To qualify for this job an applicant must have the following training or education beyond high school	The number of qualified people applying for this job____our needs: EXCEEDS	FULFILLS	DOES NOT FULFILL	On this job we now employ _____people.

(SAMPLE QUESTIONNAIRE)

THE JOBS LISTED BELOW ARE REGULAR JOBS IN THIS BUSINESS AND PERTAIN SOME W

Job Title	High School Musical training and experience is: (check one) REQUIRED	USEFUL	NOT NEEDED	To qualify for this job an applicant must have the following training or education beyond high school	The number of q people applying job____our nee EXCEEDS	FULFI
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

TITLE: CAREER POSSIBILITIES IN MUSIC AND RELATED RIELDS

(SAMPLE POST-TEST)

POST-TEST: To be given toward the end of the 1973-74 year during the month of May.

NAME:_____

1. What are your plans for when you get out of high school?_____

   _____

2. Are you interested in music as a hobby or as a possible career?

   Hobby_____ Career_____

3. List all the jobs and careers in music that you can think of. In the space at the right check those that you would like to know more about.

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

   _____ ( )

4. What can you learn in band that will help prepare you for a possible career in music or some related field?

5. Do you think that having the resource people in for their presentations on careers was worthwhile?

   _____ Comment:_____

   _____

   _____

6. Was the other information you received during the past school year on careers in music of value to you?_____

   Comment:_____

   _____

7. Is there something that you would like to know more about regarding careers in music?

_____

_____

_____

_____

8. Did you think this took too much of our class time?_____

_____

TITLE:	PHOTOGRAPHIC OCCUPATIONAL OPPORTUNITIES
DEVELOPED BY:	Gordon Irle
SUBJECT AREA:	Photography (Advanced)
GRADE LEVEL:	Grades 11 and 12
ESTIMATED TIME INVOLVED:	2 Weeks
CAREER EDUCATION CLUSTER:	Communications and Media Occupations

ELEMENTS OF CAREER EDUCATION:

1. Career Awareness

PROGRAM GOALS:

1. The student will identify necessary skills and abilities required in selected careers.

COURSE GOAL:

1. The student will become aware of the many jobs in photography in the area.

INSTRUCTIONAL GOAL:

1. The student will be given an opportunity to learn which careers are available locally for students with photographic training.

BEHAVIORAL OBJECTIVES:

1. The student will identify photographic occupations in the area.
2. The student will become personally acquainted with people employed in allied photographic occupations in the area.
3. The student will visit businesses where photography plays a vital role in the product or business.

LEARNING ACTIVITIES:

1. The student (or students) will visit several photographers in their studios or place of employment to become personally acquainted with the professional photographer.

Learning Activities Continued..

2. The students will take a series of colored slides showing the photographer and his studio.

3. The students will use these slides to introduce the beginning photography students with the concepts of professional photographic employment.

4. The students will visit with professional photographers who visit the school during the year to hear first hand about their profession.

EVALUATION: The set of slides produced by the students will be evaluated for quality and content. The student will also write a report about knowledge gained regarding employment opportunities for photographers.

RESOURCES: 2 rolls Kodachrome II

2 rolls High Speed Ektachrome (ASA 160)

Career posters and booklets - Eastman Kodak Co.

TITLE: AGRICULTURAL OCCUPATIONS AND YOU

DEVELOPED BY: Jim Cockle

SUBJECT AREA: Agriculture

GRADE LEVEL: Grade 12

ESTIMATED TIME INVOLVED: 6 Weeks

CAREER EDUCATION CLUSTER: Agri-Business and Natural Resources Occupations

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Educational Awareness
3. Decision-Making

PROGRAM GOALS:
1. The student will develop personal and social interaction skills related to an in-depth study of one occupational area.
2. The student will plan the acquisition of the necessary skills remaining for a chosen occupation.
3. The student will be aware that career decisions are flexible at the expense of time, effort, and money.

COURSE GOALS:
1. The student will identify all jobs related to one occupational business.
2. The student will prepare an audio-visual presentation about a selected business.
3. The student will share their presentation with others in the class.

INSTRUCTIONAL GOALS:
1. The student is aware of the need for group participation in order that the project be successful.
2. The student is aware of the need of planning and organizing his time.
3. The student is aware that the success of the project is highly dependent upon his cooperation with the businessmen and workers involved.

BEHAVIORAL OBJECTIVES:

1. The student will interview all of the workers at a selected business.
2. The student will take slides of the different workers on their jobs.
3. The student will prepare a written description of each job observed from information received in the interview.
4. The student will prepare a slide-tape presentation summarizing the jobs available in a given occupational cluster.
5. The student will show his presentation to others in the class and to interested groups in the community.

LEARNING ACTIVITIES:

1. Develop a standard interview form to be used when talking to workers. (See page A-4)
2. Select an occupational area that students are interested in as a career. (3 or 4 students work together in one area)
3. Spend fifteen hours in the selected industry interviewing, taking pictures, and gaining knowledge about the chosen occupational area.
4. Prepare a written summary of the occupations involved in project.
5. Prepare title and subtitle shots to be used in their presentations.
6. Select background music to be used in the presentation.
7. Prepare a slide-tape presentation about the occupations studied.
8. Synchronize the tape to allow for automatic advancement of slides during the presentation.
9. Show the presentations to other members of the class and interested community groups.

EVALUATION: The project is graded subjectively by the instructor and the students. All students take an active part in evaluation of their own and other presentations.

RESOURCES:

Participating Businesses:

Fruit Warehouse

Meat Packing Plant

National Forest Service

Lumber Company

Helicopter Services

Farm Equipment Outlet

Materials and Equipment:

1 Kodak 126 instamatic camera (per group)

2 rolls of 126 color film (per group)

10 flash cubes (per group)

1 cassette tape (per group)

1 cassette tape recorder with synchronizer

1 slide projector

1 screen

COMMENTS:

The project was very successful. Students accepted responsibility well and the businessmen and workers were more than cooperative. The students felt that they learned more by actually being with the workers than they could have through books, films, guest speakers, etc. They did an excellent job in preparing and presenting the materials developed.

Presentations to community groups were good for developing public relations within the district.

INTERVIEW FORM
(Student DEveloped)

1. Occupation

2. Salary

3. Education Needed

4. Benefits

5. Hours

6. Promotion

7. Chance for Promotion

8. How old you have to be

9. How they like job

10. Equipment Needed

11. Qualifications

12. Type of People They Work with

13. What do they do on job

14. How hard is work

TITLE: SMALL GAS ENGINES

DEVELOPED BY: Jim Cockle

SUBJECT AREA: Agriculture

GRADE LEVEL: Grades 10, 11 and 12

ESTIMATED TIME INVOLVED: 3 Weeks - slower students will require more time

CAREER EDUCATION CLUSTER: Agri-Business and Natural Resources Occupations

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Career Awareness

PROGRAM GOALS:
1. The student will develop employability skills necessary for the anticipated job.
2. The student will identify necessary abilities required in a selected career.

COURSE GOALS:
1. The student will learn how to disassemble and assemble a small gas engine such as found on a typical lawnmower.
2. The student will learn the proper use of tools required to do the job.
3. The student will learn the functions of each of the engine's parts.
4. The student will learn how to adjust the armature, set and clean the points, and set the proper spark plug gap.

INSTUCTIONAL GOALS:
1. The student is aware of the need for small gas engine repair.
2. The student is aware of the need for planning and organizing his time.
3. The student is aware of the safety precautions necessary to use in a power mechanics shop.

BEHAVIORAL OBJECTIVES:

1. The student will disassemble a small gas engine.
2. The student will use the proper tools to disassemble the engine.
3. The student will identify all of the parts of a small gas engine.
4. The student will assemble the parts of a small gas engine.
5. The student will adjust the armature of a small gas engine.
6. The student will set the points on a small gas engine.
7. The student will set the spark plug gap on a small gas engine.
8. The student will start the engine and make carburetor adjustments upon reassembly of the engine.

LEARNING ACTIVITIES:

1. Disassemble the small gas engine.
2. Identify the tools necessary to do the job correctly.
3. Identify the parts of an engine.
4. Re-assemble the engine.
5. Learn how to use the tools properly.
6. Adjust the armature.
7. Clean and set the points.
8. Set the spark plug gap.
9. Start the engine.
10. Make the necessary carburetor adjustments.

EVALUATION: The students are graded subjectively by the instructor on their shop work. All engines must run before student is allowed to overhaul an engine of his own.

TITLE: ELECTRICAL SOLDERING

DEVELOPED BY: Jim Cockle

SUBJECT AREA: Agriculture

GRADE LEVEL: Grade 10

ESTIMATED TIME INVOLVED: 2 Days

CAREER EDUCATION CLUSTER: Agri-Business and Natural Resources Occupations

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Career Awareness

PROGRAM GOALS:
1. The student will develop employability skills necessary for an anticipated occupation.
2. The student will identify necessary abilities required in a selected career.

COURSE GOALS:
1. The student will learn the fundamentals of soldering electrical connections.
2. The student will learn to make simple solder connections.
3. The student will learn how to operate a soldering gun.
4. The student will be exposed to occupations that require soldering skills.

INSTRUCTIONAL GOALS:
1. The student is aware of the need for soldering operations as they apply to various careers.
2. The student is aware of the need for planning and organizing his time.
3. The student is aware of the safety precautions necessary to use when soldering.

BEHAVIORAL OBJECTIVES:

1. The student will make a soldered splice in a length of lamp wire.
2. The student will connect a ring lug to a lamp wire conductor.
3. The student will form an "eye" connector by twisting the wire, then tinning it with solder.
4. The student will properly form a hook connector by twisting lamp wire, then tinning it with solder.
5. The student will strip insulation from wire with wire strippers.
6. The student will separate the conductors of a two conductor lamp wire.
7. The student will properly install a plug on lamp wire.
8. The student will devise a simple heat sink using pliers and a short length of wire.

LEARNING ACTIVITIES:

1. The student will properly use the soldering gun to make simple connections.
2. The student will properly use other tools needed to perform the job.
3. Student learns the "heat sink" principle.
4. Students have a hands on experience of making several solder joints and working with electrical conductors.

EVALUATION: The student is graded according to how well the solder joint conforms to the normal joint and his safe and proper use of the tools and equipment.

RESOURCES:

1 Dart MB Projector

1 Unit 0430 Introduction to Soldering series

1 Desk topper 0430 (Dart)

1 Soldering gun

1 Foot resin core solder

1 Combination tool/pliers

1 Electrical plug

1 Screwdriver

2 Foot - 2 strand lamp wire (18 guage)

1 Solid copper wire (16 guage - 2" long)

1 Ring Lug

1 Workbench

1 4" length of 2"X4"

COMMENTS: This is a good introductory unit for teaching soldering as it applies to various careers.

7

TITLE: METAL WORKING (TAPS AND DIES)

DEVELOPED BY: Jim Cockle

SUBJECT AREA: Agriculture

GRADE LEVEL: Grade 10

ESTIMATED TIME INVOLVED: 2 Days

CAREER EDUCATION CLUSTER: Agri-Business and Natural Resources Occupations

ELEMENTS OF CAREER EDUCATION:
1. Employability Skills
2. Career Awareness

PROGRAM GOALS:
1. The student will develop employability skills necessary for the anticipated job.
2. The student will identify necessary abilities required in a selected career.

COURSE GOALS:
1. The student will learn the fundamentals of "tap and die" procedures.
2. The student will learn how to drill and tap holes in metals.
3. The student will learn threading and re-threading procedures as applied to bolts and metal rods.
4. The student will construct a decorative hanger set.

INSTRUCTIONAL GOALS:
1. The student is aware of the need for threading and re-threading operations as they apply to a metal working career.
2. The student is aware of the need for planning and organizing his time.
3. The student is aware of the safety precautions necessary to use in a metal shop.

BEHAVIORAL OBJECTIVES:

1. The student will construct a pair of decorative hangers.
2. The student will use the proper tools.
3. The student will cut 2 pieces of metal plate 2"X2"X1/4".
4. The student will cut 2 pieces of metal rod 1/4"X3".
5. The student will lay-out the metal plates and drill 2 holes in each one according to the drawings given to him.
6. The student will tap the two holes in each plate with a 1/4" N.C. tap.
7. The student will thread the two pieces of rod with a 1/4" N.C. die.
8. The student will assemble the metal pieces to form 2 decorative hangers.

LEARNING ACTIVITIES:

1. Cut metal with power hack saw.
2. Use the proper tools to complete the project.
3. Drill holes with a power drill.
4. Tap holes with a 1/4" N.C. tap.
5. Thread the rods with a 1/4" N.C. die.
6. Layout material according to a drawing.
7. Assemble project.

EVALUATION: The student is graded according to how well the completed project conforms to the drawing and his safe and proper use of the tools and equipment.

RESOURCES:

1 Dart MB Projector

1 Unit 0435 tap and die series.

1 Desk topper

1 Tap wrench

1 1/4" X 20 N.C. tap

1 Die stock

1 1/4" X 20 N.C. die

1 Power drill with chuck key

1 13/64" drill bit

1 Hammer

1 Single cut file

1 Pair pliers

1 Extension cord

1 Center punch

1 Vice and workbench

1 Pair of safety goggles

1 3/16" X 6" screwdriver

1 Can of cutting oil

1 Pencil

2 2"X2"X1/4" flat metal plates

2 3"X1/4" steel rods

1 Cleaning rag

COMMENTS: This is a good introductory unit for teaching tap and die work as a part of a metal working career.

GUIDANCE

AND

LIBRARY

GUIDANCE ACTIVITIES

Many educators are doing things with students that are guidance oriented. People in communities actively support guidance concepts by participating in various student work programs and by serving as resource people to the schools. Students share new learning experiences with other students. And so in this project, guidance has been viewed as an integral part; a foundation upon which all career education concepts can be built.

A major point of emphasis has been given the idea that the counselor need not be the only person in the school and community who works with guidance activities. There has been an apparent increase in the number of classroom-based, teacher-initiated projects which embody guidance concepts, kindergarten through grade twelve. An attempt has been made to help teachers recognize such activities as being grounded in guidance concepts, whether it be leading primary youngsters in activities centered around an awareness of self and others or helping high school students relate field trip experiences to subject matter and to the world of work. Guidance concepts are also evident in an activity that lets an eighth grade teacher encourage students to visit various occupations on-the-job for the purpose of critiquing that visit and sharing life styles. So, while an increase in such activities has not been a specific project objective, it should certainly be viewed as a significant secondary benefit.

The guidance personnel of the two districts have served a supportive function to the teaching staff. Counselors assisted teachers and students in arranging for on-the-job visits and helped secure resource people for visits to school.

Though not documented, each counselor reports an increase in self-referrals by students interested in discussing careers.

In addition to activities in the curriculum guide which embrace guidance concepts, a number of activities were initiated by the guidance staff.

LETTERS TO PARENTS

It is imperative that educators--including guidance people--be concerned about their public relations responsibilities. Most effective public relations come as positive, continuous and integrated into the totality of specific career education oriented

student activities. Some teachers and administrators have incorporated this idea into the sending of letters to parents concering areas of study in their children's classrooms, (hopefully related, but not necessarily limited to career education). Such a note serves as a catalyst for discussion at home concerning attitudes toward specific career areas. It's an effective example of how public relations concerning career education can be conveyed to the community. Parents are able to see how students' awareness of careers and their concepts are integrated into subject matter.

FACULTY AS RESOURCE PEOPLE

Taking into account the numbers of people involved in the teaching process in Cashmere and Peshastin-Dryden, there is representation from a number of part and full-time occupations which teachers have or have had in the past including hobbies and leisure time activities.

It was suggested earlier in the year that it might be possible to tap those interests and abilities; to, at times, utilize staff members as resource people in classes other than those in which they are teaching. To date, a questionnaire has been formulated, and is ready to be distributed to all staff members, Fall '74.

GUIDANCE CADRE

A Community Guidance Cadre has been formed. It consists of 110 people in this geographic area who are willing to talk with high school students, on a one-to-one basis, about their jobs --the good points, the bad points, the qualifications and training, possible monetary rewards, attitudes, etc. In actuality, it's a file of names available to the teachers and counselors in each of our high schools; people upon whom they can call for expertise when students are interested in knowing more about particular jobs.

STUDENTS AS RESOURCE PEOPLE

A number of students, particularly at the fifth, eighth, and twelfth grade levels, have been involved in on-sight job research, and have used various methods of reporting back to their classes; posters, oral and written reports and taped interviews. A particular group of seniors chose to take color slides of their visitation experiences. In groups of two or three they then organized their slides, with narration and background music, into a series of six presentations, each covering a different industry. The entire class has had the benefit of seeing each

closed with discussion of parents' recollections of what they could describe as career education concepts in their lives, (or lack of them) and how concepts have effected their life styles. One mother remarked, "As a result of these discussions, I think I can probably be a little more supportive of my son's comments about his school activities."

COMMUNICATION GROUPS

Basic communication skills are a necessary ingredient to all aspects of life -- childhood through adulthood. There are vast differences in the way individual students face new experiences; take on new jobs in the home or at school, deal with disappointments, make and keep acquaintances and, in short, view themselves and the way they fit into the world around them.

In order to develop positive skills in communication, one needs a degree of confidence and self-esteem. Keeping that in mind, a three-phase exercise in communication was planned around an awareness of feeling toward self and others, concentrating on individual strengths. Various adaptations were made, and the exercise was presented to four different groups of students' (1) a group of middle school girls meeting with the school nurse to discuss personal grooming and its effect upon personal relationships, (2) a seventh grade health class, concentrating on self-understanding, (3) a seventh grade girls group meeting with the school nurse, and involved with self-understanding, and (4) a twelfth grade career planning class, working with job interviews.

In the first session, students explored their own individual strengths and shared them with others. Discussion followed on the meaning of "perceive" as related to perception of self and others. The second session was based on discussion of the strengths which students wanted to really capitalize on, and at the same time, focused on two questions: (1) What's keeping me from using all of my strengths? (2) What could I do in the future by using all my strengths?

Session three varied with each group and related specifically to their original reasons for meeting. For instance, the high school group discussed communication skills as related to job interviews. One seventh grade group related communication skills to their study of an SRA booklet, Understanding Yourself. (See Middle School Guide, 7-A-1).

THE ROLE OF THE INSTRUCTIONAL MEDIA SPECIALIST AS IT PERTAINS TO CAREER EDUCATION IN CASHMERE, WASHINGTON

1. Assist students and teachers in any way possible in their search for career materials.

2. Provide books, paperbacks, school catalogues and materials on careers which students and teachers may check out of the library.

3. Prepare kits which include tapes, filmstrips, clippings, pictures and pamphlets on careers which students and teachers may check out of the library.

4. Display a chart featuring clusters.

5. Set up a file in the catalogue of career materials for students and teachers. Include subject headings for specific career materials in card catalogue.

6. Provide information for field trips, and the names of contact persons; and provide lists of resource people in the community who can be called upon for group interviews. This includes former students (if possible) high school students who are working part time, senior citizens, business persons, school personnel, etc.

7. Provide a bibliography of all career materials which are in the district. This list will include books and paperbacks, both fiction and non-fiction, pamphlets and audio visuals along with a reminder of materials in the vertical file. As new materials are acquired the list will be updated.

8. Periodically remind teachers of materials which relate to their grade levels and curriculum areas.

9. Provide a vertical file which includes:

   A. Magazine articles, newspaper clippings, pictures, posters, etc. This material is filed by occupational clusters with cross-references.

   B. Idea file for teachers:

      1. Copies of survey questionnaires which can be duplicated.
      2. Samples of job application forms which can be duplicated.
      3. Forms for interviews.
      4. List of available student-prepared slide and tape occupational programs.
      5. Information on "Teletalk" from the telephone company.
      6. Information on games, simulations, role playing, etc.
      7. Creative activities such as bulletin board ideas, displays, murals, posters, etc.
      8. Copies of any materials that teachers have found successful and are willing to share with other teachers which include curriculum guides, teaching units, and specific activities.

DEVELOPED BY: Pat McLaren
Carol Dea Hoerner
Nola Hensley

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

APPENDIX:

Some Questions About Career Education 1

Planning Stages for Career Education 5

Have You Ever 8

Possible Ideas in Career Education 10

Individual Differences 12

The Calf Path 13

Teacher Evaluation of Commercial Materials 15

Bibliography 20

SOME QUESTIONS ABOUT CAREER EDUCATION*

1. WHAT IS "CAREER EDUCATION"?

"Career Education represents a response to a call for education reform. "Career" is defined as the totality of work one does in his or her lifetime. Work is defined as conscious effort aimed at producing benefits for oneself and/or for others. "Education" is defined as the totality of experiences through which one learns. Thus, "Career Education" can be defined generically as the totality of educational experiences through which one learns about work. "Work" with the definition cited above, obviously includes unpaid activities as well as paid employment. Education, as defined here, obviously includes far more than schooling." Dr. Kenneth B. Hoyt.

2. ISN'T KINDERGARTEN A LITTLE YOUNG TO BEGIN DISCUSSING FUTURE CAREERS?

Kindergarten deals with attitude toward self, others, and life around us. Attitude toward self and the world of work are a part of career education. Children are not expected to choose a career at this stage, but they are aware of workers and can learn to appreciate what they do.

3. ARE YOU TRYING TO PROGRAM CHILDREN INTO JOBS TO FIT MANPOWER NEEDS?

No. We are trying to equip people to find a place in life which suits them. Part of this is a job, but they need to be able to adjust to changing job requirements with knowledge of what they can do as related to what they want to do. We are using current manpower information so that students can set realistic goals using available data regarding job opportunities.

4. IS IT THE INTENT OF CAREER EDUCATION TO TAKE EMPHASIS OFF THE NEED FOR A COLLEGE EDUCATION?

Career Education is NOT "anti-college" or "pro-trade skills". One of the aims of the Career Education program is to achieve 100 percent placement of the high school graduates -- that is, placement in one of four categories; the active job market; apprenticeship program; junior college; or a university. Career Education encourages a university education for all students interested in a career which requires an advanced degree, but also stresses the need for and satisfactions involved in jobs which do not require a degree.

5. HOW DO YOU PROPOSE TO CHANGE THE ATTITUDES OF ALL THE PARENTS WHO WANT THEIR CHILD TO GO TO COLLEGE, ESPECIALLY REGARDING THE PRESTIGE FACTOR?

Career Education proposes to do this in two ways: (1) By stressing the importance of all types of jobs to society, and (2) By changing the emphasis on careers to personal fulfillment, rather than "status". These concepts will pervade not only the activities in the classroom but also the communications to parents, parents' nights, career expositions, and other activities designed to publicly promote this important attitude. Our purpose is to expand, not necessarily change parental attitudes in this area; career education does not discourage enrollment in college. The attitudes of career education are expressed by the eight career themes: Career Awareness, Self-Awareness, Skill Awareness and Beginning Competence, Employability Skills, and Educational Awareness. Communication and understanding of these themes could result in more positive higher education and career choices. Any parent who has supported a child in college for a period of a year and had them drop out, would also quickly indicate that expanded career information would be a good policy.

6. HOW CAN TEACHERS BE EXPECTED TO INCORPORATE NEW SKILLS AND CONCEPTS WHEN THEY ARE ALREADY PRESSED FOR TIME TO COVER REQUIRED MATERIAL?

Additional work load is not the intent. A reorganization of thought and methods revolving around existing approaches is what is needed. For example, providing simulated "carpentry" experience when studying math or demonstrating how sales clerks, veterinarians and pilots all need to be able to spell correctly may involve very little "extra" time, but may add relevance and motivation.

7. WHAT IS THE PURPOSE OF TEACHING ABOUT CAREERS THAT MAY BE OBSOLETE IN FIVE YEARS?

There are many factors common to several careers. Learning about one provides knowledge which can be useful in others. A career involves more than one employment and the more types of employment a person studies, the better prepared for changes. The emphasis is not placed on specific jobs but rather on job families or clusters of occupations.

8. WHY ARE YOU EMPHASIZING "CAREERS"?

We believe we are on the verge of a solution for the number one problem in the United States and the world. Public education is behind the times regarding Career Education. We are not preparing our children for the kind of world of technology in which they will live. We must instill honor and respect for quality of work skillfully and efficiently done, whether by an auto mechanic or a heart specialist. Education and Career Education must become synonymous.

9. SOME PEOPLE FEEL THAT NOT EVERYONE GAINS SATISFACTION FROM THE SO-CALLED "WORK ETHIC". HOW DO YOU INCLUDE THESE PEOPLE IN YOUR PROGRAM?

We hope to include these people by disseminating current information about the world of work and the worth of work. The ability to get along with others is an essential aspect of the "work ethic" which would apply equally to those who do not support this concept.

10. TEACHERS THEMSELVES MAY NOT KNOW ABOUT THE JOB POSSIBILITIES THAT ARE AVAILABLE. HOW CAN THEY TEACH CHILDREN ABOUT THEM?

Career Education urges and encourages a new sense of cooperation between parents, business, industry, students, and school. It provides the avenue to involve youth in the community, and the people of the community into the educational setting. Teachers are provided with current career information through consultants. Career information is disseminated to the teachers through the Washington State Coordinating Council for Occupational Education, seminars, workshops, and individual teacher contacts.

11. WHERE CAN I GET MATERIAL THAT I CAN USE IN MY CLASSROOM WITHOUT HAVING TO PREPARE IT ALL MYSELF?

Some materials may be obtained from the Coordinating Council for Occupational Education, Olympia. Also, a review of the ERIC Clearinghouse on Vocational and Technical Education at the Ohio State University may be a good place to start. Several states have guides, and some suppliers of educational materials are beginning to publish units, guides, and books on Career Education. As the Model Program for Career Education in the Cashmere, Peshastin-Dryden School continues, we will be able to supply a limited amount of materials.

12. ONE OF THE GOALS OF CAREER EDUCATION IS THAT "EVERY STUDENT LEAVING HIGH SCHOOL BE TRAINED IN A SALEABLE SKILL." DOES THAT MEAN THAT LESS EMPHASIS WILL BE PLACED ON THE "LIBERAL ARTS" SUCH AS LITERATURE OR HISTORY?

A saleable skill may include a vocational or job ability, but does not exclude liberal arts. The subjects in this area, when properly oriented, enhance the individual's value in any position because of the broader information and understanding they provide. They increase a person's adaptability and ability to fit into a job.

13. IS CAREER EDUCATION ONLY VOCATIONAL EDUCATION - REDEFINED?

Career Education IS NOT just another name for vocational or technical education. Whereas vocational is a "program" with very specific aims, Career Education is a "concept" with some very broad, long-range goals. Career Education does not involve specific training for a specific occupation. Instead, it provides an opportunity to explore many occupational alternatives, thus widening the scope of choices. Vocational education is a part of Career Education, and the terms are in no way synonymous. Career Education is for ALL students, teachers, grades, subjects, and occupational areas of interest.

*Adapted from Project WACOP, 5836 N. 58th Drive, Glendale, Arizona.

PLANNING STAGES FOR CAREER EDUCATION

1. PREPLANNING:

   a. One person in the district or school must have responsibility for decisions. That person must also have some authority.

   b. Gain a commitment from the administration, a philosophical commitment as well as monetary resources.

   c. Survey what has been done and what is being done both in the district and outside the district. (Send for materials from the existing projects.)

2. PERSONNEL AWARENESS AND ORIENTATION:

   a. Explain career education to the instructional staff. Give some concrete examples of the need for career education. (Unemployment statistics -- drop-out problems -- motivation of students -- public demand)

   b. Attempt to get a philosophical commitment from at least a few people at the instructional staff level. (Get a few to say "yes we will try.")

   c. Make sure the school counselor (or total guidance department) is involved from the beginning. School counseling and guidance goals and those of the educational program should be closely related, and guidance should be totally integrated with any program of career education.

      NOTE: Remember that career education <u>begins with the existing curriculum</u>. Have teachers begin with what they are now doing and develop a career concept from it. Also, you are asking teachers to change a curriculum with which they feel comfortable and which they may have been teaching a goodly number of years.

3. SHOW AND TELL:

   a. Invite persons operating successful career education programs to your school to give examples of career education in operation.

3. SHOW AND TELL (Continued)

b. Make curriculum materials, (examples of printed materials; units, lesson plans for all grade levels (K-8), and for all disciplines in the high school) available to teachers for ideas. Duplicate the examples and get them into the hands of teachers.

NOTE: These materials should include objectives for the various grade levels. Teachers seem to have an adversity to writing program objectives. Knowing this, it is suggested that an established set of objectives be provided, and the teachers informed that they may use or modify these, or write new ones.

4. INVOLVEMENT:

a. Involve instructional staff in an in-service program of curriculum development for career education. (Give college credit, increment, or extended contract where possible).

b. Identify a "building coordinator," or someone in a group who can assist persons and act as a communicator from teachers to the coordinator and from the program coordinator to the teachers.

NOTE: If teachers are handed materials such as a curriculum guide, it has a tendency to end up on a shelf, but when teachers develop materials to use in their classroom, there seems to be a degree of "ownership" or a pride in development.

5. IMPLEMENTATION:

a. Get things going in classrooms where teachers are willing to get involved. Have teachers observe and share ideas. With a beginning of a few, teachers can see the reaction of students, etc. (Career Education has a tendency to be spontaneous).

b. Publicize what is going on both to the staff and outside agencies.

c. Evaluate what is going on, get feedback and infeed from teachers, parents and students. Are you meeting your objectives? Are you helping children?

5. IMPLEMENTATION (Continued):

   d. Encouragement for teachers is needed at this point. Pat them on the back and give them help as much as you can.

6. COMPREHENSIVE PLANNING AND REFINEMENT:

   a. Establish some long range goals for career education and refine what is being done. Make improvements in the system based on evaluation.

   b. Involve the community; parents, employers, employees, civic leaders, etc. Make career education a school-community operation.

HAVE YOU EVER. . . . . .

1. Related supermarket checking and math?
2. Set up a school store for dispensing items?
3. Related painting with rollers to fiberglass work?
4. Divided a class into teams to accomplish a single project?
5. Borrowed an adding machine for class use?
6. Set up a "take apart" table with tools, clocks, old radios, etc.?
7. Inventoried parents' occupations and/or invited them to speak?
8. Made an art project on a "mass projection" basis?
9. Let children weigh and measure and relate the activity to adult jobs?
10. Made a field trip where you looked more at people than at things?
11. Related recess time to "outside occupations"?
12. Set up a school newspaper with editors, proofreaders, writers, etc.?
13. Made a comic book to illustrate the job of a marine biologist, electronic technician?
14. Related the tourist industry of a state or country to real jobs and people?
15. Identified "serving other people" as a group of occupations?
16. Visited a vocational school?
17. Asked mothers who hire baby sitters to visit class and discuss job requirements?
18. Had students role play service occupations at lunch time?
19. Toured a hospital or brought old X-rays to class?
20. Invited the school secretary, bus driver, custodian, cook, or principal to class to discuss their jobs?
21. Tried cardboard carpentry?
22. Had students draw floor plans?
23. Related a science activity to its counterpart in the work world?
24. Played "What's My Line"?
25. Elected a bike safety engineer and made vehicle safety inspections?
26. Computed the increase in cost from raw grain to a box of cereal?
27. Named class helpers after their adult counterparts in a given industry (supt., time keeper, comptroller, foreman, leadman, etc.)?
28. Collected hats or tools of occupations and had students guess the job?
29. Constructed a measuring wheel?
30. Had students write or tell about "What I like to do in my free time..."?
31. Related personal interests and hobbies to occupations?
32. Made a dictionary of terms used in a particular occupation?
33. Collected canned or bulk goods and traced their points of origin?

34. Used tools to build something needed for a school, class, or group project?
35. Cooked something in class?
36. On your own, looked at the Dictionary of Occupational Titles?
37. Discussed or researched new occupations such as holography, aquaculture, and robotology?
38. Had a "Career Day" or "Career Week"?
39. Identified the fourteen or fifteen major occupational clusters?
40. Talked about the meaning of a "lay-off"?
41. Before you made posters for a coming event, invited a graphic artist, illustrator, or silk screener to class?
42. Made a "With These Hands" booklet?
43. Made puppets that represent occupations?
44. Borrowed a typewriter for class use?
45. Built scale models?
46. Maintained an aquarium and related it to occupations in the sciences?
47. Invited high school students such as candy stripers, DE students, etc. to class?
48. Grouped occupations into those dealing with data, those dealing with people, and those dealing with things?
49. Made an effort to eliminate occupational stereotypes?
50. Discussed jobs in student interest areas -- baseball, music, etc.?
51. Taken a day to learn about workers and awareness before you took a field trip?
52. Had "rap sessions" with business and industrial workers?
53. Allowed students to take slides and prepare tapes on workers for class presentation?
54. Visited other teachers who are doing things in Career Education?
55. Thrown out the text and improvised career curricula?

DON'T KNOCK IT UNTIL

YOU HAVE TRIED IT

or

TRY IT --

YOU'LL LIKE IT!

POSSIBLE IDEAS IN CAREER EDUCATION

1. Write interview questions in class and assign each child to interview a worker in his community. Could use service station attendant, bank teller, etc. Teacher could help set up interviews.

2. Draw a very large US map and have children make cut-outs of workers in occupations particular to different parts of the country. See if they can find a specialized job for each state. (a) Fisherman, (b) Lumber Mill Worker, (c) Citrus Grower, (d) Tobacco Farmer, (e) Car Manufacturer, (f) Skyscraper Construction Engineer.

3. Design a unit with players wearing titles of jobs. Trace a product from the start to finish using transportation workers, accountants, salesmen, personnel managers, supervisors, etc.

4. Bring in interesting speakers on jobs children may not know too much about. Have them bring some of the materials they work with and, if possible, demonstrate them. (a) Interior Decorator, (b) Bricklayer, (c) Optometrist, (d) Fur Farmer, (e) Physical Therapist, (f) Male Chef, (g) Geologist, (h) Scene Designer, etc.

5. Get copies of several blueprints for houses and have the children attempt to interpret them. Relate the need for math skills.

6. Give the students a list of jobs: Nurse, Sales Clerk, Bill Collector, Botanist, Special Education Teacher, Assembly Line Worker, etc. Divide into groups and have them list the personality factors each would need for a successful job. A bulletin board could be made from this.

7. Have a personnel manager visit the room and discuss the importance of personality on a job. Children could add this information to their lists on (6).

8. Discuss ways to improve personality and social attitudes. Example: volunteering to help when possible, expressing appreciation, etc.

9. Make a large mural -- "A World of Work" and have children draw a worker he has chosen to illustrate, performing his work. Under the mural could be posted short reports on the skills needed for this job, training required, job opportunities in this field, and advantages and disadvantages of this job.

10. Have children choose any career that seems attractive to them. Categorize this job under OUTDOOR, MECHANICAL, COMPUTATIONAL, SCIENTIFIC, PERSUASIVE, ARTISTIC, LITERARY, MUSICAL, SOCIAL SERVICE, CLERICAL. Then have them find as many more jobs as possible that fall under the same category. This could be part of a career notebook.

11. Make a room collection of career books, pamphlets, etc., and have children make a section in their career notebook on "Jobs I Never Knew Existed". Have them describe the job and then try to make a few comments on why they would or would not like this job.

INDIVIDUAL DIFFERENCES

"Fable of the Animal School"*

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world", so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and, to make it easier to administer, all the animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But, average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree top down. He also developed charlie horses from over-exertion and then got "C" in climbing and "D" in running.

The eagle was a problem child and was disciplined severely In the climbing class, he beat all the others to the top of the tree, but he insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

*By Dr. G.H. Reavis, Assistant Superintendent of Schools, Cincinnati, Ohio.

THE JOB

Take this my boy, and remember it long,
Though now it may strike you as funny,
A job with a chance to improve and advance
Is better than one that pays money

Take a hint from an old man who's traveled the way,
Just heed to his counsel a minute.
There's a job that may pay you five dollars a day
But that's all there will ever be in it.

Don't look at the cash as so many boys do,
Take a look at the long years before you.
See how much you can learn, not how much you can earn,
And the place which the future has for you.

Can you rise from the post where they'd have you begin?
How far will this humble job take you:
These are questions to ask. They pay well for the task,
But what sort of a man will it make you?

Oh, many a boy has begun with a rush
And has grabbed for a man's wages blindly:
Now he sticks as a man at the spot he began,
And thinks life has used him unkindly.

So look for a job with a future ahead,
Seek a chance to grow greater and greater,
Seek a place where you know as you work you will grow,
And the money will come to you later.

---Edgar A. Guest

THE CALF-PATH

One day, through the primeval wood,
A calf walked home, as good calves should;
But made a trail all bent askew,
A crooked trail as all calves do.

Since then two hundred years have fled,
And, I infer, the calf is dead.
But still he left behind this trail,
And thereby hangs my moral tale.

The trail was taken up next day
By a lone dog that passed that way;
And then a wise bell-wether sheep
Pursued the trail o'er vale and steep,
And drew the flock behind him, too,
As good bell-wethers always do.

And from that day, o'er hill and glade,
Through those old woods a path was made;
And many men wound in and out,
And dodged, and turned, and bent about
And uttered words of righteous wrath
Because 'twas such a crooked path.
But still they followed--do not laugh--
The first migrations of that calf,
And through this winding wood-way stalked
Because he wobbled when he walked.

This forest path became a lane,
That bent, and turned, and turned again;
This crooked lane became a road,
Where many a poor horse with his load
Toiled on beneath the burning sun,
And traveled some three miles in one.
And thus a century and a half
They trod the footsteps of that calf.

The years passed on in swiftness fleet,
The road became a village street;
And this, before men were aware,
A city's crowded thoroughfare;
And soon the central street was this
Of a renowned metropolis;
And men two centuries and a half
Trod in the footsteps of that calf.

Each day a hundred thousand rout
Followed the zigzag calf about;
And o'er his crooked journey went
The traffic of a continent.
A hundred thousand men were led
By one calf near three centuries dead.
They followed still his crooked way,
And lost one hundred years a day;
For thus such reverence is lent
To well-established precedent.

A moral lesson this might teach,
Were I ordained and called to preach;
For men are prone to go it blind
Along the calf-paths of the mind,
And work away from sun to sun
To do what other men have done.

They follow in the beaten track
And out and in, and forth and back,
And still their devious course pursue,
To keep the path that others do.

But, how the wise old wood-gods laugh,
Who saw the first primeval calf!
Ah! Many things this tale might teach --
But I am not ordained to preach.

---Sam Walter Foss

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	
Science Research Assoc. 259 E. Erie Street Chicago, Ill. 60611	FOCUS I, II, & III	Kit	K-6	$140.00	Excellent - stude to accept themsel ships. Fits in wi
	Math Application	Kit	4-8	60.00	Very good -fun id math learning. Inc
	Our Working World	Booklets S/Filmstrip	1-3	150.00	Very good - relat of work.
	Job Family Series	Booklets	7-14	25.00	Excellent - inter ideas - covers a
	Job Experience	Kit	8-12	140.00	Good supplementar Work - simulation
	Discovering Yourself	Booklet	7-9	3.00	Good information. Particularly good
	Jr. Guidance Series	Booklet	6-9	12.00	Very good
	Work Program	Kit	6-9	180.00	Excellent filsmtr occupational stud
	Better Living	Booklets	Tea-cher	25.00	Good for teachers with mature subje
	Occupation Exploration	Kit	9-12	120.00	Good set of caree address given for up to date.
	Keys - Career Exploration	Kit	6-adult	110.00	Very good - intro encourages career
	KNOW	Kit	9-12	50.00	Excellent - inclu & other knowledge
	Manpower and Nat'l Resources	Kit	6-12	80.00	Good
	Career Information	Kit	9-14	235.00	Good
SVE 1345 Diversey Parkway Chicago, Ill. 60614	Preparing For Office Job	6 cassettes	6-12	60.00	Very Good
	Job Opportunities Now	6 S/Filmstrips	6-12	60.00	Very Good
	Foundations - Occu-pational Planning	5 Filmstrips	6-12	30.00	Very Good
	Exploring Careers	6 S/FS	4-12	65.00	Very Good
	Vocational Decision	3 S/FS	6-12	40.00	Very Good
	Lollipop Series	6 S/FS	K-3	65.00	Excellent for Sel
	Living With Your Family	4 S/FS	K-3	40.00	Very Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
CUS I, II, & III	Kit	K-6	$140.00	Excellent - students enjoy it. Helps them to accept themselves & build good relationships. Fits in with regular unit.
th Application	Kit	4-8	60.00	Very good -fun ideas for individualized math learning. Includes a section on careers.
r Working World	Booklets S/Filmstrip	1-3	150.00	Very good - relates family roles to world of work.
b Family Series	Booklets	7-14	25.00	Excellent - interesting reading - good ideas - covers a variety of jobs.
b Experience	Kit	8-12	140.00	Good supplementary material for research. Work - simulation experience
scovering urself	Booklet	7-9	3.00	Good information. Used as a text questions. Particularly good.
. Guidance Series	Booklet	6-9	12.00	Very good
rk Program	Kit	6-9	180.00	Excellent filsmtrips & tapes. Good for occupational study.
tter Living	Booklets	Teacher	25.00	Good for teachers & parents. Some deal with mature subjects.
cupation ploration	Kit	9-12	120.00	Good set of career cards - one problem: address given for more information was not up to date.
ys - Career ploration	Kit	6-adult	110.00	Very good - introduces world of work & encourages career exploration.
OW	Kit	9-12	50.00	Excellent - includes inf. on job interviews & other knowledge needed to obtain work.
npower and t'l Resources	Kit	6-12	80.00	Good
reer Information	Kit	9-14	235.00	Good
eparing For fice Job	6 cassettes	6-12	60.00	Very Good
b Opportunities w	6 S/Filmstrips	6-12	60.00	Very Good
undations - Occu- tional Planning	5 Filmstrips	6-12	30.00	Very Good
ploring Careers	6 S/FS	4-12	65.00	Very Good
cational Decision	3 S/FS	6-12	40.00	Very Good
llipop Series	6 S/FS	K-3	65.00	Excellent for Self Awareness
ng With Your Family	4 S/FS	K-3	40.00	Very Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	C
Tomahawk Corporation P.O. Box 171 Edmonds, WA 98020	Introduction to Circular Saw	A.V. Cartridge	9-12	60.00	Good for introduc tapes very detail
	Introduction to Soldering	A.V. Cartridge	9-12	60.00	Excellent
	Taps & Dies	A.V. Cart.	9-12	60.00	Excellent
	Small Gas Engine I	A.V. Cartridge	9-12	60.00	Very Good
	Small Gas Engine II	A.V. Cartridge	9-12	60.00	Very Good
	Bricklaying I	A.V. Cart.	9-12	60.00	Very good for int
	Bricklaying II	A.V. Cart.	9-12	60.00	Good
American Guidance Service Publishers' Building Circle Pines, Min. 55014	DUSO D-1	Kit	K-2	100.00	Excellent
	DUSO D-2	Kit	3-4	100.00	Great value in th
	Peabody Language Kit 1 & 2	Kit	K-3	60.00 each	Excellent for exp variety of career
Ralph Butterworth, Inc 6959 Calif. Ave. S.W. Seattle, WA 98136	Career Exploration Series (20 kit)	Filmstrips	4-12	60.00 each	Excellent for exp variety of career
Reader's Digest Ser. Educational Division Pleasantville, N.Y. 10570	Write To Communicate (4 titles	Kits	3-6	210.00	Excellent
Regent Book Co. 107 Prospect Place Hillsdale, N.J. 07642	Community Helpers Series (17 titles)	Books	K-2	2.50 each	Excellent - intro a major area

TEACHER EVALUATION OF COMMERCIAL MATERIALS

LES	TYPE	LEVEL	APPROX. COST	COMMENTS
roduction to cular Saw	A.V. Cartridge	9-12	60.00	Good for introduction to circular saw - tapes very detailed
roduction to dering	A.V. Cartridge	9-12	60.00	Excellent
s & Dies	A.V. Cart.	9-12	60.00	Excellent
ll Gas ine I	A.V. Cartridge	9-12	60.00	Very Good
ll Gas ine II	A.V. Cartridge	9-12	60.00	Very Good
cklaying I	A.V. Cart.	9-12	60.00	Very good for introduction
cklaying II	A.V. Cart.	9-12	60.00	Good
0 D-1	Kit	K-2	100.00	Excellent
0 D-2	Kit	3-4	100.00	Great value in the classroom.
body Language 1 & 2	Kit	K-3	60.00 each	Excellent for exploring a variety of careers.
eer Exploration ies (20 kit)	Filmstrips	4-12	60.00 each	Excellent for exploring a variety of careers.
te To municate titles	Kits	3-6	210.00	Excellent
munity pers Series titles)	Books	K-2	2.50 each	Excellent - introduces many jobs under a major area

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
Lerner Publications Co. 241 First Ave. N. Minneapolis, Min.55401	Early Career Series (12 titles)	Books/ Prints	K-5	$14.00 each	Excellent
	Science Hobby Series (9 titles)	Books/ Prints	3-6	14.00 each	Excellent
Miller Brody Pub. Co. 342 Madison Ave. New York. N.Y. 10017	I Want To Be Series (6 titles	S/Film-strips	Primary	50.00	Excellent - encou cover more about
Media Materials, Inc. 409 W. Cold Spring Lane Baltimore, MD 21210	Careers Series (15 titles)	Cassette Program	4-6	10.00 each	Very good for ind variety of occupa
King Features Education Division 235 E. 45th St. New York, N.Y. 10017	Career Awareness Program (15 titles	Comic Pamphlets	3-6	40.00	Very good for sup materials. Infor found in the 15 c interest.
Educational Dimensions Box 488 Great Neck N.Y. 11022	Careers in Interior Design	S/Film-strips	9-12	35.00	Very Good
	Art Careers in Advertising	S/Film strips	9-12	17.50	Very Good
	Careers in Illustration	S/Film strips	9-12	17.50	Very Good
	Careers in Fashion Design	S/Film strips	9-12	17.50	Very Good
	Graphic Careers in Advertising	S/Film strips	9-12	35.00	Very Good
American Tape Library Box 651 Rancho Santa Fe, CA 92067	#502 Forest Ranger	Cassette	7-12	5.00	Very Good
	#546 Chemical Research	Cassette	7-12	5.00	Very Good
	#545 Geologist	Cassette	7-12	5.00	Very Good
	#522 Oceanographer	Cassette	7-12	5.00	Very Good
	#509 Veterinarian	Cassette	7-12	5.00	Very Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
rly Career ries (12 titles)	Books/ Prints	K-5	$14.00 each	Excellent
ience Hobby ries (9 titles)	Books/ Prints	3-6	14.00 each	Excellent
Want To Be ries titles	S/Film-strips	Primary	50.00	Excellent - encourages students to discover more about occupations.
reers ries 5 titles)	Cassette Program	4-6	10.00 each	Very good for individual research on a variety of occupations.
reer Awareness ogram 5 titles	Comic Pamphlets	3-6	40.00	Very good for supplementary enrichment materials. Information about many jobs found in the 15 clusters. High School interest.
reers in nterior Design	S/Film-strips	9-12	35.00	Very Good
t Careers n Advertising	S/Film strips	9-12	17.50	Very Good
reers in llustration	S/Film strips	9-12	17.50	Very Good
reers in ashion Design	S/Film strips	9-12	17.50	Very Good
phic Careers n Advertising	S/Film strips	9-12	35.00	Very Good
02 Forest Ranger	Cassette	7-12	5.00	Very Good
46 Chemical Research	Cassette	7-12	5.00	Very Good
45 Geologist	Cassette	7-12	5.00	Very Good
22 eanographer	Cassette	7-12	5.00	Very Good
09 erinarian	Cassette	7-12	5.00	Very Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	
U.S.A. Tapes 4450 N. 27th Dr. Phoenix, Arix. 85017	#4506 Foresters	Cassette	7-12	$5.00	Very Good
	#4524 Life Scientist	Cassette	7-12	5.00	Very Good
Lovett and Co. Box 1127 Clarksburg, W.V. 26301	Consumer Ed. Series (6 titles)	S/Film strips	7-12	60.00	Excellent High Student inte
First Place Music Pub. Inc., 12754 Ventura Blvd, Suite 203 Studio City, CA 91604	Music/Record Career Handbook	Book	High School	17.00	Excellent source individual refere
Alfred Publishers 75 Channel Drive Port Washington, N.Y.	Careers in Music	Cassette Series	High School	65.00	Excellent pertine material.
Scholastic Book Service 904 Sylvan Ave. Englewood Cliffs, N.J. 07632	#3597 Discovery Unit	8 S/Film- strips	7-9	115.00	Excellent - High Student inte
	Scholastic Dimen- sions (8 Mo. titles)	Kits	3-6	80.00	Excellent - curre High Student inte
Careers P.O. Box 135 Largo, Florida 33540	Industrial Careers	Kit	9-12	50.00	Fair Some information
Harcourt Brace Jovanovich 757 Third Avenue New York, N.Y. 10017	Micro- Economy		9-12	45.00	Excellent
Inland Audio- Visual Co. N. 2325 Monroe St.	Voice, Vocabulary and Delivery	Cassettes	9-12	25.00	Good
	Art of Listening	Cassettes	9-12	25.00	Good
	Discover Your Hidden Talents	Cassettes	9-12	25.00	Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

TLES	TYPE	LEVEL	APPROX. COST	COMMENTS
506 resters	Cassette	7-12	$5.00	Very Good
524 Life cientist	Cassette	7-12	5.00	Very Good
nsumer Ed. ries (6 titles)	S/Film strips	7-12	60.00	Excellent High Student interest
sic/Record reer ndbook	Book	High School	17.00	Excellent source material for individual reference work.
reers in sic	Cassette Series	High School	65.00	Excellent pertinent material.
597 scovery Unit	8 S/Film-strips	7-9	115.00	Excellent - High Student interest
holastic Dimen-ons (8 Mo. titles)	Kits	3-6	80.00	Excellent - current subjects are covered. High Student interest.
dustrial reers	Kit	9-12	50.00	Fair Some information obsolete.
cro-onomy		9-12	45.00	Excellent
ice, Vocabulary d Delivery	Cassettes	9-12	25.00	Good
t of Listening	Cassettes	9-12	25.00	Good
scover Your dden Talents	Cassettes	9-12	25.00	Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLE	TYPE	LEVEL	APPROX. COST	CO
Butterick Fashion Marketing 161 Sixth Ave. New York, N.Y. 10013	See and Sew	Kit	9-12	$200.00	Excellent
Visual Aids Studio 1909 Avenue Huntsville, Texas 77340	Fashion and You	Filmstrips	9-12	25.00	Fair - - dated.
BFA Educational Media 2211 Michigan Ave. Santa Monica, CA 90404	Making Firends	Filmstrips	K-3	25.00	Very Good
My Weekly Reader Xerox Education Columbus, Ohio 43216	Ecology: Nature and Needs	Pamphlet	3-6	.35	Good - bu because of poor
Dimensions of Personality 38 West 5th St. Dayton, Ohio	Search for Values	Kit	9-12	45.00	Excellent discover and cl

TEACHER EVALUATION OF COMMERCIAL MATERIALS

TITLE	TYPE	LEVEL	APPROX. COST	COMMENTS
e and Sew	Kit	9-12	$200.00	Excellent
shion and ou	Filmstrips	9-12	25.00	Fair - - will become dated.
king rends	Filmstrips	K-3	25.00	Very Good
ology: Nature d Needs	Pamphlet	3-6	.35	Good - but difficult to use because of poor organization of booklet
arch for lues	Kit	9-12	45.00	Excellent in helping students discover and clarify values.

BIBLIOGRAPHY

RECOMMENDED BY THE CASHMERE, PESHASTIN-DRYDEN CAREER EDUCATION PROJECT

Bottoms, James E. et al. Career Education Resource Guide. Morristown, New Jersey: General Learning Corporation.

Drier, Harry N., and Associates. K-12 Guide for Integrating Career Development Into Local Curriculum. Worthington, Ohio: Charles A. Jones Publishing Company. (Distributed through Educational Properties, Inc., P.O. Box DX, Irvine, California, 92664)

Educational Properties, Incorporated. A California Model for Career Guidance Curriculum, K-Adult. Irvine, California: Educational Properties, Incorporated. (P.O. Box DX -Zip 92664)

Educational Properties, Incorporated. Goal Statements - The National Standard Career Education Model, Kindergarten through Adult. Irvine, California: Educational Properties, Incorporated. (P.O. Box DX - Zip 92664)

Hoyt, Kenneth B. et al. Career Education, What It Is and How To Do It. (Distributed by Educational Properties, Inc., P.O. Box DX,Irvine, California, 92664)

Keller, Louise J. Career Education In-Service Training Guide. Morristown, New Jersey: General Learning Corporation.

Norris, Willa. Occupational Information in the Elementary Schools. Chicago, Illinois: Science Research Associates, Incorporated. (259 East Erie Street - Zip 60611)

Oklahoma Curriculum Improvement Commission. A Guide for Elementary Guidance and Counseling in Oklahoma Schools K-6. Tulsa, Oklahoma: State Guidance and Counseling Committee, Oklahoma State Department of Education.

Simon, Sidney B. et al. Values Clarification. New York: Hart Publishing Company. (Zip 10003)

Wurman, Richard S. (ed.). Yellow Pages of Learning Resources. Philadelphia: Group for Environmental Education, Incorporated. (1214 Arch Street-Zip 19107)

PERIODICALS

Career World; published monthly during school year. (Minimum-fifteen orders to one address.) $2.95 per student. Publications and Subscriptions Office, Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, Ill. 60040.

Career Education News; published the 1st and 15th of every month, September through June and the 15th of July and August - $25.00. Career Education News, 230 West Monroe St., Chicago, Illinois 60606.

Career Education Digest; published monthly - $10.00 per year. Educational Properties, Inc., P.O. Box DX, Irvine, California, 92664.